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ABSTRACT

The book presents a training program developed at the Granville Work Preparation Centre in Australia, to teach mildly retarded adolescents basic social skills and competencies. The program is divided into two stages, with a total of 17 different skill areas. Stage 1 covers self-awareness, social/interpersonal skills, relaxation and behavioral self management, assertiveness training, communication behavior and work role demands, friendship, and hygiene and grooming. Stage 2 covers self management, sex education, citizenship, community resources, leisure and recreation, health and grooming, on-the-job communication, and vocational independence/work role demands. Also included in Stage 2 are sections offering additional training in social skills and assertiveness training. Each skill area in the program is broken down by subskill into separate units, which in turn are broken down into lesson sessions. Lists of lesson objectives, content, and methods are provided, along with brief summaries of skill components, where applicable. Included in the appendixes are a copy of a payment incentive scheme used at the Granville center, and a copy of the form used to evaluate the progress of their students. (DLS)

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SOCIAL DEVELOPMENT TRAINING PROJECT

STAGE I AND STAGE II

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U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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AND THE MACQUARIE UNIVERSITY RESEARCH TEAM

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An experimental program developed and trialled by the caseworkers of the Granville Work Preparation Centre and Macquarie University Research Staff.

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Prepared and Printed at the Work Preparation Centre, Granville.

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SOCIAL DEVELOPMENT PROGRAM

WORK PREPARATION CENTRE, GRANVILLE, N.S.W. AND MACQUARIE UNIVERSITY RESEARCH TEAM

STAGE I

PROGRAM	OBJECTIVES	TECHNIQUES
I.1 Self Awareness	To explore self as a person, and develop greater self awareness and acceptance. To recognize individual differences and areas of behaviour which are open to change	Group Discussions, Debates, Questionnaire - facts about self. Choices Game.
I.2 Social Skills Interpersonal Skills	To increase confidence and competence in structured social situations and less structured situations.	Creative Drama, Roleplay, Modeling Behaviour Rehearsal and Activities Videotape Exercises - feedback.
I.3 Relaxation and Behavioural Self Management	Develop awareness of anxiety levels Learn skills to self manage anxiety, tension and problem behaviour	Audio Cassette Program with Manual and Charts for self monitoring performance
I.4 Assertive Training	To reduce dependency and acquiescent or aggressive behaviour. To promote appropriate assertiveness when expressing needs, ideas, feelings and standing up for legitimate rights.	Roleplay, Modeling, Videotape recording and feedback.
I.5 Communication Behaviour and Work Role Demands	To develop awareness of the attitudes, feelings and coping behaviour communicated by participants in attempting to fulfill their workroles under pressure and problem solving conditions.	Simulation of the development and operation of a factory, roleplay, videotape feedback, group discussions.
I.6 Friendships and Relationships	To develop skills in making and keeping friends, in initiating and maintaining relationships	Discussion, Sociometric Techniques
I.7 Health, Hygiene and Grooming a) for girls b) for men	To increase awareness and develop basic skills in the areas of hygiene and grooming	Slide program, discussions and practical applications

SOCIAL DEVELOPMENT PROGRAM

WORK PREPARATION CENTRE, GRANVILLE, N.S.W. AND MACQUARIE UNIVERSITY RESEARCH TEAM

STAGE II

PROGRAM	OBJECTIVES	TECHNIQUES
II.1 Social Skills Extension	Increase skills for independent living especially using initiative, and problem solving strategies	Discussion, Activities, Roleplay
II.2 Assertive Training Extension	To develop additional skills in assertion - offensive and defensive techniques	Modeling, Roleplay, Videotape
II.3 Behavioural Self Management	Develop procedures for self management of anxiety Pinpoint areas for behavioural change and self monitor	Procedures include thought stopping, time out for worry, positive thinking, Roleplay, Modeling, Behaviour rehearsal.
II.4 Sex Education	Provide basic information about sexuality and about community agencies concerned with different aspects. To promote discussion of differing attitudes towards appropriate sexual behaviour, in an effort to have members form their own opinions.	Discussions, Activities in the community, visits
II.5 Citizenship	To develop awareness of, and skills to exercise full rights as a citizen, including voting and protection under the law.	Activities, Roleplay, discussion Visits, e.g. Law Courts, form filling exercises.
II.6 Community Resources	To have experienced as many of the community's resources as possible and from this experience to be able to describe their function and be able to confidently use the community's facilities when needed.	Activities, Roleplay, Discussion Modeling

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SOCIAL DEVELOPMENT PROGRAM

WORK PREPARATION CENTRE, GRANVILLE, N.S.W. AND
MACQUARIE UNIVERSITY RESEARCH TEAM

STAGE II

PROGRAM	OBJECTIVES	TECHNIQUES
II.7 Leisure	To develop an awareness of leisure time and what it means for each individual. To discover pleasureable ways to use leisure time if one chooses to	Discussion, Activities, Roleplay Modeling
II.8 Health and Grooming	Provide basic information on healthy practices, first aid, clothes care and choice	Discussion, using guest speakers, on health and first aid. Clothes shopping expedition, discussion and practice in clothes care
II.9 On-the-job Communication Skills	To improve ability to give and receive instructions and job-related communications, by increasing skills in active listening feedback, perception, checking, questioning and negotiating for meaning	Roleplay, group activities, Modeling, training films, video feedback, discussions
II.10 Vocational Independence	Develop awareness and understanding of work role demands and organization practice in industry	Group exercises, activities, training films, group discussion

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INTRODUCTION

The Granville Work Preparation Dentre, a pilot program of the Australian Department of Social Security, was established to serve a client population of mildly intellectually handicapped adolescents. The aims of the Centre are to help trainees acquire the necessary skills to:

1. obtain and keep a job on the open labour market, and
2. be self sustaining and live independently in the community.

In its capacity as a pilot program, the Centre is being evaluated by a research team from the Macquarie University School of Education. The project extends over a three year period from March, 1976, to 1979, and encompasses both product or outcome evaluation and process or program evaluation and development. As a result, the research team has an interest and involvement in the internal Centre programs.

Centre Programs

Most Centre programs are still evolving and undergoing a continual process of change and refinement and it is anticipated that this process will continue for quite some time yet. New programs have been developed as:

a. the need arises; and
b. the staff resources become available.

A review of the literature at the time the Centre started (Cobb, 1972), suggested that mildly intellectually handicapped people often are able to acquire the necessary work skills for open employment, but subsequently are unable to maintain such employment through a lack of social competence or survival skills. It is for this reason that the Centre has been established with a comprehensive set of programs to develop the educational and social skills as well as the vocational skills of its clients.

i) Vocational Program

The Centre's Vocational Program as it has evolved to date consists of a practical program where trainees learn actual work skills and perform these in an industrial environment; and a supplementary group work and individual conselling program designed to develop work awareness, skills, habits and appropriate behaviours. The program also focusses on the process of job choice and the self development of self help job seeking skills.

ii) Educational Program

The Educational Program of the Centre has developed with a very practical focus emphasising social, academic and self help skills; such that all trainees undertake a basic program in community survival skills supplemented according to individual need, with specific remedial tuition in reading, writing, number, time and measurement skills. Depending on resources and need, the two part time teachers running this program have also conducted sessions in domestic and personal care skills.

iii) Social Development Programs

Considerable confusion surrounds the use of the term "social development" in reference to training programs. In some rehabilitation settings, the term is used to signify all programs other than the vocational program.

In such instances "social development" programs include training in basic academic skills; self help skills; personal care skills; personal adjustment and interpersonal skills. In other instances, the term "social development" refers more specifically to programs focussing on personal, social and interpersonal adjustment. It is the former use of the term which is implied when the Social Development Programs of the Work Preparation Centre, Granville, are discussed.

The Social Development Programs of the Work Preparation Centre have been evolving out of the presenting needs of the client population, namely mildly intellectually handicapped school leavers, and the Centre's ensuing objectives.

(A)

The Evolution of the Granville Work Preparation Centre Social Development Program

i. Personal Adjustment and Interpersonal Skills Program

The Personal Adjustment and Interpersonal Skills Program of the Centre has evolved with a focus on an extensive group work program, together with individual counselling where necessary. The counselling and groups have been the responsibility of a Social Worker and Welfare Officer with assistance from the Psychologist and Psychiatrist. Major difficulties in formulating the group program have been experienced because of limitations in staff resources, lack of curriculum materials and lack of suitable screening devices for assessing the needs of trainees for specific programs.

In reviewing the Personal Adjustment and Interpersonal Skills Program, after two years of operation, it was ascertained that a number of group work programs had been conducted with varying degrees of success. (Appendix a). Groups had been designed to either:

a. meet a demonstrated set of trainee needs at a particular time; or
b. meet a perceived need for a positive skills teaching program, e.g. a sex education program.

By August. 1976, group programs which had been or were currently being conducted included the following:

a. Self Awareness group to focus on self evaluation.
b. Socialisation group to foster interactions with peers through activities.
c. Friendship group to focus on communication and interpersonal relationships
d. Sex education group to focus on human sexuality and relationships.
e. Assertive training group to focus on awareness, communication feedback.
f. Conversation group to focus on social communication.

Some of these groups focussed on factual discussions and activities while others focussed on participation in group exercise with feedback and communication.

It became clear to group leaders that small group programs, with a group membership of about eight meeting for approximately eight sessions, were an effective way of teaching skills. It was also clear that many of the deficit and excess behaviours exhibited by trainees could be worked on in small groups and that the need for such groups was greater than the staff resources could meet.

ii. Developing a Social Development Program

In this environment it became necessary to develop some structural organisation for an overall Social Development program which would assist in assessing the trainees' need for specific programs and help establish priorities for the development of group programs.

a) Framework

In January, 1977, a framework for a comprehensive Social Development Program was developed, with four basic sub sets of programs.

These were programs in:

a. Basic Education and Community Survival Skills
b. Personal Care skills.
c. Personal Adjustment and Interpersonal skills.
d. Vocational Independence Skills.

Within each of these areas, specific skill areas were delineated (Appendix A.ii).

Until this time, personal care or self help skills programs had been of necessity incorporated into the educational or interpersonal skills programs and were not fully developed. The decision to conceptualise these programs as a separate entity was taken in order to increase the emphasis on these programs.

Within the Personal Adjustment and Interpersonal competence set of programs there were to be four major theme programs:

Self Identity
Relationships
Communication
Responsiblity

and within each of these areas, a three stage set of programs was envisaged, each with its own set of pre entry skills, objectives and content. The three stages were designed to represent a progression from:

1. Basic Knowledge to
2. Skills Acquisition to
3. and Performance of the Skill

As it was not practical to develop all these programs and conduct them simultaneously, a start was made in developing the programs systematically with a systematic assessment tool for pinpointing program needs.

At the same time, a behavioural methodology was adopted for use in formulating programs. This meant that each program was developed by:

a. identifying the need.
b. formulating the objectives
c. developing the method and content; and
d. developing a method for evaluating a trainee's performance and the group's effectiveness (Appendix B.i.).

In July, 1977, an Organisation Flow Chart and set of program objectives was prepared incorporating the above position (Appendix C).

b. Experimental Social Development Program
It was at this time that a Masters Candidate and Member of the Macquarie Research Team presented a proposal for a piece of research to examine the role of specific skill training in the areas of social competence and job skill performance in relation to self awareness and self concept/ development. The design involved some groups receiving intensive training in job skills or social skills and other groups, a combination of job and social skills.

To implement the design, a social competence program, focussing basically on personal adjustment and interpersonal skills with some small segments of Personal Care skills, had to be developed to offer trainees an alternative full time program to the job skills program currently in operation at the Centre. The programs which follow are in two stages and are those developed for this particular project. Some of the programs were already in existence within the framework outlined above or were in the process of being developed at the Centre: others were designed specifically for the project.

To conduct a full time social competence program was impossible with the existing Centre resources; consequently, staffing was supplemented by one full time and one part time staff member of the Macquarie Team.

c) Current Position
At the time of writing this paper (April, 1978) the results of this project are not available, but it is the impression of Centre staff that a full time social development program similar to the one presented here, if offered in the early stages of a trainee's stay at the Centre, would produce highly significant effect on the trainee's personal and social adjustment. Although all staff who worked on the project consider it highly desirable to conduct such a full time social program, it is impossible with existing staff resources to offer such a program. Consequently, until staffing resources make this possible, an alternative structure of programs has had to be developed.

From the experience obtained in this project, it is no longer considered necessary to develop a three stage program as outlined above, but the emphasis is now on developing a two stage program; Stage I being a Basic Core program which all trainees undertake, and Stage II being a set of extension programs into which trainees move according to:

a. needs and
b. their own motivation to change.

The Basic Core program will encompass segments of both the Personal Care and Personal Adjustment and Interpersonal Skills programs as follows:

Hygiene and Grooming
Health
Self Awareness
Friendship
Social Skills, and
Domestic Skills

These programs will provide a basic knowledge and skill introduction to these areas and, at the same time, provide an indepth assessment tool for the trainees themselves and the staff to pinpoint those areas where trainees require further specific behaviour change programs. These will be offered in an extension program where trainees will be given a choice of joining the groups which focus on their particular areas of need.

It is envisaged that the extension programs will cover:

- Hygiene and Grooming (problem oriented)
- Clothes - care and choice
- Interpersonal relationships
- Sex education
- Families
- Communication I and II
- Assertive Training I and II
- Relaxation and Behavioural Self Management
- Initiative and Decision Making
- Memory Training
- Speech
- Leisure and Recreation
- Citizenship

Many of the programs for this Basic Core and Extension Program are already in existence within the Centre and are presented here in the context of this Social Development Project. However, other programs outlined above but not presented here are currently being developed or are still to be formulated by Centre staff. In due course these programs will be published to supplement and complement those published here.

(B) Experimental Design of the Project

Experimental Development of Programs

The experimental design selected for the project encompassed the preparation and presentation of curriculum material in two stages. Rationalisation for content and sequencing flowed out of well accepted and agreed upon problem areas which consistently appeared among trainees. These included isolate patterns of behaviour; anxiety, inability to make or keep friends; severe acquiescence; poor self awareness and self concept, lack of awareness regarding citizenship, community resources, and the use of leisure time, confusion regarding social behaviour, sexual behaviour and relationships in general.

Programs to meet these needs were constructed over a period of time and piloted with small groups so that language levels, conceptual abilities and developmental sequences could be trialled.

Revisions of the materials, content and techniques were then made, together with a further rationalization of the programmatic sequence.

Stage I programs were designed for trainees entering the Centre and require no prerequisite entry skills or prior knowledge or training.

Stage II programs do include several extension courses which assume certain levels of competence and pre-entry skills - for example, Self Management, Assertion Training, Communication and Vocational Independence courses.

Within each stage the various individual programs were designed to stand independently and in their own right. They each have specific behavioural objectives, procedures and assessment techniques for feedback to trainees and staff on criterion levels of performance.

When run as a total project, these individual programs were designed to be complementary, serving to reinforce principles, concepts and techniques across areas and hopefully encouraging generalization of application to the every day situation.

Differences in style between the programs may be noted. This is a result of the individual styles of staff members who have contributed to the total effort.

Assessment

Owing to the experimental nature of the project, assessment took the form of pre and post testing. Measures were workability and performance tasks, e.g. taps disassembly and plugs assembly; social competence scales and self esteem, self concept scales. An acquiescence rating and video tape ratings of job interview performances were also taken as pre and post measures.

For details of actual tests - see Appendix D.

SOCIAL DEVELOPMENT PROGRAM

Client Population

The initial client population consisted of groups of mildly intellectually handicapped adolescents, male and female, who were recent school leavers. The majority of these had come from special schools and special classes, although a number were referred from regular high schools, where they had performed poorly in academic subjects. The age range was from 15 to 17 years.

Replications with older adolescents have also occurred. These adolescents were also mildly intellectually handicapped, and had been out of school for some time. They had failed to secure or maintain employment satisfactorily since leaving school, and were referred to the Centre for training. The age range for this group was 18 to 20 years.

Group Sizes

Groups in general consisted of between 7 and 12 persons, the optimum being around 8 per group. In all cases a group leader was joined by a co-leader, so that work loads and responsibilities could be shared and more individualised instruction could take place. On occasions groups would break into smaller units, so that one leader could work intensively with several individuals.

Instruction by peer group members also proved effective. Where individual mastery of skills occurred, the willingness and co-operation with which those skilled individuals turned to help their peers developed positive feelings in the group and provided excellent models and instructors for the slower, less competent persons.

Organisation

Trainees entering the Work Preparation Centre, Granville, were involved in the full time social development program, Stage I.

The timetable presented (Appendix B) is provided as a sample of how this was achieved using present staffing and resource facilities.

The advanced or extension, Stage II, program has been run for trainees who are at a more advanced stage of their training. Stage II has been run concurrently with Stage I and the timetable sample provided (Appendix 2) incorporates the parallel running of the two full time courses within the Work Preparation Centre.

Additional to the trainees involved in full time social development programs, individuals at various stages of their individualised training programs within the Centre were also invited to join groups which catered to their individual needs. For example, a person nearing completion of his work training program and preparing for job placement showed high anxiety levels and was, therefore, invited to join the relaxation and self management program. Another, competent in other social skills, found assertion a problem and thus joined an assertive training group.

In this way the programs were able to maintain flexibility and could be utilized for more individualized programs as well as group instruction.

SOCIAL DEVELOPMENT PROGRAM

Incentive Payments Scheme

The incentive payment scheme already in use throughout the Work Preparation Centre was tied to the social programs.

Under this scheme, individuals are rated daily for:

1. work goal
2. quality of work
3. concentration
4. attitude towards supervision; and
5. attitude towards other workers

Within each of these categories, a range of 0 to 20 cents can be earned daily, making a total of $1.00 possible incentive payment per day, or $5.00 per week. A bonus payment of $2.00 is also available for special work goals or consistent meeting of daily goals. (See Appendix F)

When operating in the work training and production areas, work goals are generally tied to production demands and quality control. In the social programs, work goals were tied to behavioural objectives, for example a grooming goal for several fellows was to shave every day; work goals in interpersonal skills were: look at the person being talked to; or say at least six things in each group; not to carry a travel bag around all day; to wear glasses if necessary or loose 2 lbs weight per week.

The full time social program consisted of a number of sessions per day. These varied in length from one to two hours, although most were 1½ hours in length.

Two groups were in charge of each program and after each session the group leaders involved in that session rated the individuals on all five categories. Onus was on trainees to present rating sheets for sessional ratings, and rating decisions were made by both trainee and group leader jointly.

By the end of each day the daily session record had been filled out, and payment was made according to the daily performance, the record being entered on the weekly chart at the same time.

Trainees were able to receive immediate feedback and reinforcement under this system and also to become involved in the decision making process of goal setting and the self monitoring of performance.

A gradual delay of incentives operates throughout the Centre, so that trainees who have progressed to the production stage of training only receive incentives at the end of the working week once a week, and they are based upon production output in terms of quantity and quality.

SELF CONCEPT PROGRAM

General Objectives

Trainees will

(1) explore awareness of self as a person considering various aspects such as

- .factual data
- .interest, likes/dislikes
- .abilities, strengths, weaknesses
- .feelings
- .hopes/fears etc.

(1a) concept of physical, social, intellectual and emotional self

(2) a) explore who am I
b) how I know who I am and how did I become me
c) awareness of self to be realistic in line with abilities, feedback from others
d) how realistic is my concept of myself, e.g., feedback from others, skill

(3) develop an acceptance of self as a unique individual. Gain confidence.

(3a) everyone is different and independent and thats okay

(3b) everyone has a public and private self

(4) explore areas to be changed and areas which can't be changed and which must be accepted.

Pre & Post Test

From Elwyn Institute PAT Book 1, Page 22,23.

SELF CONCEPT PROGRAM

CONTENT

Unit 1	Introduction; Themes.
Unit 11	Who am I and How Much do I know about myself
Unit 111	How Can I know Who I am
Unit 1V	Thing I know about Myself - - Facts about Myself
Unit V	Things I know about Myself - My Needs
Unit V1	Things I know about Myself - My interests, likes and dislikes
Unit V11	Things I know about Myself - My hopes and fears
Unit V111	Things I know about Myself - My rights
Unit 1X	Things I know about Myself - My abilities
Unit X	What Sort of Person am I?
Unit X1	What are my emotions
Unit X11	What is my personality
Unit X111	Am I different from others and is this okay?
Unit X1V	Why you are what you are
Unit XV	Am I an Adult or a Child?
Unit XV1	Can I change Who I am, and How can I do it?

UNIT: INTRODUCE THE GROUP

Objectives:

(1) Establish themes of

- know yourself
- everyone is different
- everyone is okay
- accept yourself
- are we realistic about ourself
- do we have a private and public self
- is there anything we want to change

Content:

(1) Introduction talk with illustration

UNIT: WHO AM I AND HOW MUCH DO I KNOW ABOUT MYSELF

Objectives: Trainee will:

(1) explore "who am I?"

(2) "what do I know about myself?"

e.g.
- facts, name etc.
- interests
- likes/dislikes
- abilities; strengths/weaknesses
- hopes, fears
- feelings about self and others
- needs
- rights etc.

Method:

(1) Ask the group to consider the question of "who am I?" or "what do I know about myself?"

Make a group list on the board.
Prompt group so that the list includes -

- facts such as name, address, date of birth
- biographical data
- interests, hobbies
- abilities
- hopes, fears
- feelings, needs
- rights.

(2) Have each member of the group answer the Question "who am I?" i.e.,
name/person/and say something about yourself
(Elwyn Institute PAT 1., P.4)

(2a) Draw self portrait

(3) Aspects of self : SRA Book 2. P.51

- physical self
- intellectual self
- emotional self
- social self.

UNIT: HOW CAN I KNOW WHO I AM

Objectives: Trainee will

(1) what are the facts. What are my interests, abilities etc.

(2) what do I think of myself? (my opinion is this realistic?)

(3) can I learn anything about myself from other people? (others opinion)

do I know what others think?

Content:

(1) refer to facts questionnaire and choices game

(2) discussion opinions about self
- use a questionnaire
- use a choices game
- is this realistic
- how do I feel about myself?

(3) feedback from others
- how can you tell what others think?

SELF CONCEPT PROGRAM

UNIT: THINGS I KNOW ABOUT MYSELF
FACTS I SHOULD KNOW ABOUT MYSELF

Objectives: Trainees will

(1) examine basic biographical information about themselves

(2) understand why it is important to know such information

(3) seek information which is unknown to him or herself

(4) consider if these facts can be changed

Methods:

(1) trainees complete facts questionnaire

(2) discuss why facts are important

(3) discuss ways to find out the facts e.g., ask parents, friends, measure, weigh self etc.

(4) discuss what can be changed. Distinguish between facts about self and subjective information or opinions.

N.B. Continually revise material until it is known.

UNIT: THINGS I KNOW ABOUT MYSELF - MY NEEDS

Objectives: Trainees explore

(1) what are basic physical needs

(2) secondary needs e.g., emotional needs

(3) consider concept of hierarchy of needs

(4) how can I meet my needs

Content:

(1) list basic needs for survival
food, water, air, sex

(2) list second order needs
food, warmths, security,
friendship, sex

(3) emotional needs, attention,
warmth, love, happiness,
success, adventure

(4) happiness, affection, love,
friendship, recognition, approval

(5) use choices game

(6) discuss how to meet these
love, affection - be loving to others
success - doing ones best
recognition - behaving with manners
adventure - take risks

(7) discuss needs for survival

(8) discuss if you were told to leave home
"what would you do?"

UNITS: THINGS I KNOW ABOUT MYSELF
MY INTERESTS, LIKES AND DISLIKES

Objectives: Trainees will

(1) explore own likes/dislikes

(2) explore own interests

Contents:

(1) use choices game on likes/dislikes

- seasons
- colours
- foods

(2) choices game on hobbies

- sport (watch, play)
- read a book
- television (which programme)

(3) open end sentences - SRA P33

a) something which interests me a lot is

b) what I like about is

c) if I knew more about it, I might be interested in

d) one reason I'm not interested in is

(4) make a list of the group's interests

(5) share an interest/develop a new interest

(6) interests and abilities - is there any relation i.e., things you can and can't do

(7) members describe their interests

SELF CONCEPT PROGRAM

UNIT: THINGS I KNOW ABOUT MYSELF
MY HOPES AND FEARS

Objectives: Trainees will

(1) explore hopes

(2) explore fears

Contents:

(1) choices game on hopes
are these realistic?
will I achieve these?
choices - money, wealth, comfort
- fame, stardom
- marriage, family
- travel, adventure
- possessions

(2) what am I afraid of?
choices - heights, snakes, dark, hospitals
- speak in public
- others laughing
- failure
- meeting new people
- leaving WPC

are my fears realistic?

can I do anything about them?

(3) members recount situations in which
they have been afraid are these real?

UNIT: THINGS I KNOW ABOUT MYSELF
MY RIGHTS

Objectives: Trainees will

(1) explore own basic rights

Contents:

(1) Group discusses rights

   (a) legal rights e.g., access to government facilities, e.g., education, health, house, money, job

   (b) citizenship - vote for government
   - right of speech

   (c) decent living standard

   (d) speak for self, complain?

   (e) live where you like, travel, eat and do as like!

(2) debate on mens lib/womens lib

(3) open ended sentences SRA3, P.141

   - one thing that is important to me is
   - it is important to me because
   - to respect the rights of others
   - one thing that causes problems about respecting the rights of others is

(4) right to search a bag e.g., search warrant game

(5) prepare a Bill of Rights

(6) Mock Elections - candidate, promise rights.

SELF CONCEPT PROGRAM

UNIT: THINGS I KNOW ABOUT MYSELF
MY ABILITIES

Objectives: Trainees ask

(1) what am I good at, my strengths?

(2) what are my weaknesses?

(3) do I know these things; how can I find out?

Content:

(1) choices game on skills e.g.,

  school subjects
  reading
  counting

(1a) what are abilities? - things we are able to do
everyone has abilities e.g., school and non school, special talent

(2) dexterity tests

  estimate own performance

(3) how do I know

  facts?
  my opinions?
  others opinions?

(3a) can I learn to do things?

(4) level of Aspiration Game - Elwyn PAT, Book 1, Page 5

  - look at self assessment and actual performance
  - who overestimates (high self esteem)
  - who underestimates (low self esteem)
  - estimate performance
  - discuss feelings of success and failure

(5) has anyone the same abilities as you?

(5a) group makes a list of things they can and can't do

(6) sentences SRA

  (i) one thing I am able to do is
  (ii) something I've tried and can't do very well is
  (iii) when I can't do something what I do is
  (iv) something I think I could do if I really tried is

UNIT: WHAT SORT OF A PERSON AM I?

Objectives: Trainees ask

(1) what sort of a person am I like?

(2) what is my character?

Content:

(1) list was of describing people

(a) character, traits,
e.g., cheerful, reliable, cooperative, capable, calm, trustworthy. alert, helpful, friendly, patient, dependable, brave?

(b) are some better than others

what is acceptable behaviour?
use small groups to discuss

(c) do some people have dominant characteristics

e.g., are some people nearly
always happy?
cranky?
moody?
irritable?

(d) do I have a dominant characteristic?

(2) use sliding scale with two opposing adjectives
- place self/have group feedback and correct

Self rating from Elwyn Institute PAT, Book 1, Page 4 : e.g. leader/follower; smart/dumb; many friends/few friends.

(3) Animal Game - what animal are you like?
- would like to be and why?
- others in group.

SRA, Book 2, 953-5L

UNIT: WHAT ARE MY EMOTIONS

Objectives: Trainees will ask

(1) what are emotions.

(2) how do we show them?

(3) what happens when we show them?

Content:

(1) make a list of emotions/feelings
e.g. laugh, cry, sad, happy,
angry, afraid, shy, jealous,
embarrassed?

(2) what emotions do I have most often?

(3) how do I show my emotions? face, body words?

(4) what happens when I show my emotions?
e.g., does it have a good or bad
affect?

(5) group to mime, happy, sad, angry, afraid,
jealous, bored
role play - waiting for dentist
- anger
- fear of dark
- excited.

(6) things which make me feel rotten
e.g., shame feeling, look for causes
and results and how to handle and
express these

(7) things which make me feel warm inside

(8) authority game - Session 5, Viv. One
stands on chair and gives order and
reverse/same standing level

(9) open sentences - SKA Book 2, P.58
- sometimes I feel like
- make me sad, happy, afraid, angry,
hurt, worried; frustrated;
- when I want to control my feelings I

SELF CONCEPT PROGRAM

UNIT: WHAT IS MY PERSONALITY?

Objectives: Trainees will ask

(1) what is personality?

(2) what is my personality?

(3) what do others think my personality is?

Content:

(1) define personality : as the way you act, feel, talk, look, think

(2) everyone has their own personality, what is mine?

do questionnaire on personality (from New Horizons) "Determining Our Personality" also "PAT Pre & Post Test"

(3) do other people agree with my own description of myself

have the group discuss each others ratings and give feedback

(4) do dominance, submission game

Dominance Submission Game

Members asked to place each other in a straight line along a dominance - submission continuum

. confidence
. talkers
. influential etc.

(a) members place themselves where they fit in the continuum
(b) have one member positioning on group members
(c) utilize both methods, feedback on how person perceives themselves and how other group members perceive each other

Discuss consistencies/inconsistencies

(a) line up a continuum of "who talks most"

Select one trainee to put forward his/her opinions

(b) who has most confidence?
(c) who is most influential in the group?
(d) who is the best listener
(e) friendliest?
(f) grumpiest, most irritable?
(g) most likely to be successful?

(5) play animal game/choose animal which is like self

(6) positive and negative feedback

UNIT: AM I DIFFERENT FROM OTHERS AND IS THIS OKAY?

Objectives: Trainees will

(1) explore how each differs from the other

(2) accept the fact that everyone is unique and that it is okay to be different from others

Content:

(1) use word association game e.g., give a word and have group give a response e.g., "hot"; "food"; "home".

illustrate that everyone has different opinions and choices

(2) choices game e.g., "colours", "seasons"

(3) discuss twins who look alike but act differently

UNIT: WHY YOU ARE WHAT YOU ARE

Objectives: Trainee will consider

(1) what was I born like? what did I inherit?

(2) what has affected me since my birth? what is my environment?

(3) can I change any of these things?

(4) what is a "model"

Content:

(1) group discusses heredity. What you were born like, e.g., eyes colour, hair colour. Can you change these things?

(2) discuss environment and surroundings - what has happened to you since you were born to make you like you are?
what effect has your family had?
what effect has position in family?
what effect has school attended had?
what effect has locality had?

environment effects emotions, social adjustment, intelligence
how important are past experiences?
how about "parent messages" (refer to T.A.)

(3) what things are fixed, what can I change, what must I accept? do I accept them?

(4) discuss what is a "model" i.e., someone you copy?
have you copied parents?
television characters?
sportsman?
how much am I affected by others?

UNIT: AM I A CHILD OR AN ADULT?

Objectives: Trainees will

(1) explore "am I a child or an adult?"

(2) introduce concepts of P.A.C. from TA

(3) explore concept of adolescence as a time of change. Physiological, economic, work, emotional

(4) explore further "can I change?"

Content:

(1) Am I a child or an adult?

how do I know?
what are the facts?
what are the opinions?

(a) what are the facts?
- age, vote, courts
- physiological changes, periods, pimples etc.

(b) what are the opinions?
- what do you think i.e., your opinion?
- what is the opinion of others?
  e.g., parents, centre staff

(c) how do others judge, e.g., I am a C or A, observe?
does your behaviour influence people's judgments?

(d) how do I relate to my family?
- independence/dependence
- economic
- emotional
- social

(e) how are you treated e.g., family, supervisors

(2) Adolescence is a time of change?
what changes occur?
- economic
- social
- physiological

(3) Concept of Parent/Adult/Child from T.A.

(4) Am I changing from child to adult?
- can I control my changes?
- do I want to change?

(5) How can I change from child to adult?
What have I got to change?
- observe others, follow, copy, model
- feedback from others
- discuss modesl of family, television
- pop groups
- who do I want to be like when I grow up?

UNIT: CAN I CHANGE WHO AND WHAT I AM AND HOW CAN I DO IT?

Objectives: Trainees will consider

(1) what can't I change? what must I accept?

(2) what can I change?

(3) do I accept the things I can't change?

(4) do I like who I am or do I want to change some things?

Content:

(1) can you change heredity? e.g., eye colour

(2) some things are easy to change, e.g., by law, medicine, e.g., name

(3) some things depend on your own decisions, efforts etc. e.g., loss of weight, making friends

(4) can others give you a guideline on how to change, e.g., refer to "models" - like parents, television stars

(5) group members may choose an area they wish to change and make plans to do so

(6) open ended sentences : SRR, Book 2, P.51

- . the most important thing about me is
- . the thing I like best about myself is
- . the thing which bothers me most is
- . one way I have changed since last year
- . one thing I like to understand about myself is

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SOCIAL SKILLS PROGRAM

INTERPERSONAL SKILLS

Objectives

1. To discover how the body is used to communicate messages non-verbally to others.
2. To gain control of body language and utilize it to advantage.
3. To develop expertise in communicating one's needs and desires to others both verbally and nonverbally.
4. To develop appropriate skill competence in common everyday social situations and interactions.
5. To develop confidence and competence in public social situations.
6. To foster awareness and skill in techniques of conversation.
7. To develop skills in the initiation, maintenance and termination of social interactions.
8. To decrease anxiety by increasing competence in interpersonal interactions of both same sex and opposite sex.

Program Content

A. Body Language

I - Areas of Body Movement
Facial expressions.

II - Gesture and Posture

III - Nonverbal communication through mime.

IV - Eye contact
Confronting.

V - Eyecontact - ignoring, not looking
Communication via dress.

B. Social Situations

VI - Telephoning
Introductions.

VII - Explanations and directions

VIII - Social Courtesies, e.g., thanking, sympathy etc.

IX - Special Occasions, e.g., presentations, announcements.

X - Conversation.

C. Public Situations

XI - Eating Etiquette and Table Manners.

XII - Eating out - Cafes, Restaurants, Cafeterias.

XIII - Hotels, Theatres, Drive-Ins and Picture Theatres, Clubs.

XIV - Public Facilities, Shops, Banking, e.g., Libraries, Church, Town Hall, Sporting Events, Public Transport.

XV - Job Interviews and Work and Office Behaviour.

Interpersonal Interactions

XVI - Initiating Interactions - both same and opposite sex.

XVII - Maintaining Interactions

XVIII - Terminating Interactions

XIX - Initiating, Maintaining & Terminating Interactions -
Dating
Conflict Situations

XX - General Review and Evaluation

An intensive course of twenty sessions, which in its original format was run over a four week period with daily sessions of one and a half hours each.

The needs of clients and the facilities and resources available to staff can, however, affect the availability of program timetabling and it is, therefore, recognized that flexibility and adaptability is an important ingredient of the program which follows.

It is presented here as a guideline to social skills and interpersonal skills in the hope that the areas of need which have appeared among trainees at the Work Preparation Centre, Granville, and which have led to the initiation of this program, may be of benefit to other mildly intellectually handicapped people.

SOCIAL SKILLS PROGRAM

NON VERBAL COMMUNICATION

EYE CONTACT, DISTANCE AND DIRECTION

The eyes are the most important part of the body in transmitting information and emotion, for by length of glance, by opening or closing of eyelids, by squinting, by winking or by avoiding eye contact, numerous meanings and messages may be sent. These messages may enhance the verbal message or, on the other hand, contradict the verbal delivery completely.

The stare can dehumanize. The glance can excite, attract, beguile. Avoidance of eye contact can frustrate, anger, humiliate.

From an early age babies are attracted to the face. They establish eye contact and their eyes follow the mother around the room. In our western culture eye contact signals attention, interest and awareness. It is encouraged from childhood as a symbol of honesty and integrity. A very low rate, or a total absence of looking is found in autistic children and some schizophrenics, while looking at the floor, the feet, or excessive not looking behaviour is perceived as shame, dishonesty, fear or shyness.

In their attempts to define and understand cultural eye contact patterns, the research contributed by Kendon, Exline and Argyle is particularly important, for their studies have revealed the crucial role of eye contact in communication.

According to Argyle's finding (1965) eye contact can indicate a wish to initiate interaction; it can be used to express attitudes towards another - for example friendliness; it can signal an acceptance of the relationship, the information, or the ideas expressed; or it can signal that A has completed talking and now wishes B to continue.

Argyle (1965) found that when two people are engaged in conversation, they look at each other intermittently, with an average individual looking time ranging from 30 to 60 percent.

Glances, he found, vary in length from one to seven seconds, and direction of gaze is closely related to the speech pattern. People look more while listening than while speaking (ratio of 3 or 2½ to 1), glances are longer and away glances are shorter.

Women engage in eye contact more than men, especially when talking to other women. And same sex pairs look more than opposite sex pairs.

Exline and Winters (1965) report that women will look at the other interactor more while speaking, if they like him, while men look more when listening if the other is liked.

Eye contact can also affect proximity (Exline et al, 1965, and Argyle & Dean, 1965).

More looking behaviour occurs when less personal topics such as interests, rather than personal topics are discussed, but less looking occurs during unfluent, hesitating speeches and passages.

Actual aggressive responses often occur when there is too little eye contact, but such aggressive behaviour has been found to diminish with increased eye contact from the aggressed individual. For too little eye contact in our culture is perceived as passivity. Too much eye contact is perceived as aggression.

A greater degree of eye contact, as previously stated, can be interpreted as truthfulness, or a liking for the other person, while length of glance is often associated with the relationship between A and B rather than the information being exchanged.

The typical conversation pattern outlined by Argyle (1963) follows -

When A is about to start speaking, A looks away from B, at the end of sentences or phrases A looks up briefly, and at the end of A's utterance, he gives B a more prolonged gaze. A does not look up at hesitations, or at pauses in the middle of sentences, but only at natural breaks. B, who is listening, will at the same time be giving rather longer glances, and may respond to A's short glances by signals of various kinds (p.106).

Many of the mildly mentally retarded adolescents referred to the Work Preparation Centre, Granville, N.S.W., appear as deficit in social skills and particularly in eye contact patterns. Training in this area was considered vital, especially in cases where the 'averted gaze' dominated all interactions. While some trainees display adequate eye contact patterns in non threatening interactions, a situation requiring more assertive responses often produced passive non looking behaviour. Basic eye contact exercises were, therefore, considered a necessary beginning to a social skill program, with further exercises and skills featured in an assertive training program.

POSTURE

Posture is another very important means of non verbal communication. Whether in a standing or a sitting position, the stiff, ramrod posture creates a mood of tension and anxiety.

A symmetrical posture, with both arms at sides or both fists clenched, legs parallel and stiff can be perceived as either passive or aggressive by the other interaction.

An asymmetrical posture, where both arms or both legs are not held rigidly in the same position will be perceived as relaxed, at ease and more assertive, more self assured and confident.

Excessive changing of posture signals discomfort or nervous tension, excessive rigidity may be perceived as passivity.

Trainees are, therefore, trained to face the person with whom they are interacting, and to adopt an asymmetrical, relaxed posture.

POSITION

Body orientation postions Scheflen (1964) divided into 3 groups.

1. inclusive - non-inclusive
2. vis-a-vis or parallel body orientation, and
3. congruence - incongruence.

Inclusiveness - non-inclusiveness describes the way members of a group include or do not include people.

By positioning of bodies, arms and legs, messages can be sent to other people as to the degree of openness and acceptance they will experience in joining the group. There are numerous ways to exclude others, such as placing a foot across an open corridor to block outsiders, or group members turning in to face each other, thus presenting a solid back or wall to outsiders.

Trainees at the Centre need to be coached to recognize open and closed groups, the signs of inclusiveness or exclusiveness, as well as to become aware of the danger of moving in on another's body space or territory. They can also be taught the skills of breaking in to a closed group, by approaching individual group members, establishing contact and thus opening space for themselves to join the group.

Parallel Body Orientation or vis-a-vis

Face to face positioning is often established Scheflen (1974) found, in learning situations or situations where feeling or information is exchanged. Such positioning also indicates a reaction between the people involved. Those competing sit face to face, while those co-operating are more likely to sit side by side. Parallel positions are also more likely when people are engaged in individual activities, e.g. watching TV.

Side by side arrangements when freely taken may indicate neutrality, but intimacy can still be achieved by facing one another with the upper half of the body, especially the head and shoulders.

Congruence - Incongruence

Scheflen found that members of a group which is in congruence, tend to imitate each other's body positions and in some case, are mirror images of each other. When one member in such a group shifts position the others are also likely to shift with him.

A subgroup will be congruent in itself, but non-congruent to the other subgroup/s.

People supporting each other's point of view will assume congruent positioning, while those wishing to establish dominance will deliberately adopt an unusual or strikingly different position.

Once made aware of body orientation, trainees can learn to monitor their own inappropriate behaviours. Videotape has proved particularly useful in this case.

PROXIMITY

In our culture 1½ to 3 feet is considered an appropriate social distance, for both sitting and standing interactions. Moving closer is perceived as aggressive and as an intrusion into the other's personal space. A greater distance will be perceived as passive, especially if the individual has been closer and then moves back.

Several of the trainees at the Centre have exhibited inappropriate proximity in social interactions, but training programs have proved effective in eliciting awareness and behavioural change in this regard.

GESTURE

Body language can be extremely ambiguous, but certain gestures and posture are assumed to convey a consistent message. For example, retracted shoulders are perceived as suppressed anger; raised shoulders are related to aggression, dominance or fear; squared shoulders signify the shouldering of responsibility; bowed shoulders the carrying of a heavy burden or heavy load or fatigue; and lowered head and eyes are seen as shame, fear "I cannot face you"

Gestures of the head, hands, shoulders, feet, indeed the whole body can increase communication or inhibit it. They can supplement the verbal message or counteract it, by indicating interest, withdrawal, resistance, annoyance, agreement, fatigue, impatience, etc.

Some gestures are social techniques intended to communicate definite messages (especially hand signals). The more involuntary gesture, however, can act as a social cue which may easily be misinterpreted by others. Gestures are used quite differently in different cultures - for emotion among Ialians; for style among the French and for activities among the English and Americans (Ruesch & Kees, 1956) in Argyle 1965.

FACIAL EXPRESSIONS

One of the first areas to reveal emotion is in the eyes and face.

The smiling, open face will help create a happy tension-free atmosphere, and promote easier interaction. It shows friendliness, co-operation, acceptance.

The set jaw, the pinched face, the tight or pursed mouth may be perceived as aggressive or passive; hostile, or timid and intimidated.

While much facial expression of emotion is partly innate and universal, some cultural modification has occurred within cultures. Basic emotions can, of course, be recognized from facial expression alone, but Argyle (1965) highlights the difficulty in distinguishing similar emotions from one another.

Even smiles and frowns do not necessarily indicate emotional states - smiles are parts of greetings and can often belie the real emotion of the individual.

Training in the simple smile-at-greeting response, together with initial eye contact, has emerged as a necessary inclusion in the social skills program.

Furthermore, the encouragement to use facial expressions to denote interest, enthusiasm or emotion may be necessary with trainees who present a flat and guarded exterior.

SOCIAL SKILLS PROGRAM

UNIT I - BODY LANGUAGE

Objectives:

1) increase self awareness of how to communicate feelings and attention to others.
2) provide skill practice in expressing feelings non verbally → self or individual goals.
3) Develop skills in interpreting non verbal communication from others.

CONTENT

SESSION I

General introduction

Explore areas of movement

Facial expressions

SESSION II

Gesture - Signals

Posture

Exercises in Gesture and Posture

Individual Mime - non verbal communication of ideas, feelings, expressions, messages.

SESSION III

Walking, standing and sitting

SESSION IV

Eye contact

Confronting

SESSION V

Ignoring, not looking - eye contact situations

Communication through drsss choice

General summation of Non Verbal Communication

SOCIAL SKILLS PROGRAM

SESSION I

Objectives

1. Increase awareness that communication can and does occur via body language.
2. Increase individual awareness of how non verbal communication of feeling and attention occurs.
3. Develop initial skills in identifying and controlling non verbal expression of feeling.

Introduction

Trainees sit on floor or in comfortable positions while therapist introduces the concept of non verbal communication.

This can be done with group participation, and by prompting trainees to identify various non verbal symbols and signals currently used in society:

a) hitchhiking hand signal.
b) police traffic signals such as stop, go.
c) a mother's warning finger to disobedient child.
d) signals by footballers, sportsmen, etc.
e) lifesaver's hand up distress signal.
f) thumbs up.
g) she's OK mate, etc., etc.

More than 65% of our messages to other people are, in fact, non verbal. It's not just the hand signals we give, but numerous parts of our body can be involved in giving messages to others.

Let's explore these: Find some examples for -

1. hand signals.
2. facial expressions
3. body movements
4. degree of eye contact
5. posture-symmetry/asymmetry
6. spatial distance - proximity.
7. body tension
8. touch
9. dress

Okay - we can see then that even the way we dress, the way we sit and stand can be saying something about how we feel, about ourselves, others, or things in general.

Body language is very powerful, but we must be careful. It's not always easy to pick up the exact message. We'll find out more about this later.

Let's move on and actually explore how we can move our body - what we can do.

Body Movement Areas

1. Take the head first:
   Move it any way you can. Rotate, nod, shake.

2. Stretch your neck: swivel, rotate, how else can you move your neck and head.

3. Trunk and Shoulders: begin with the shoulders. Move them up and down, round and round. Drop one shoulder and lift the other.
   With your trunk: bend over, twist and turn. Stretch up. Revolve. Stretch as large as you possibly can. Become as small and tiny as you possibly can.

4. Explore your arms and down to your wrists and fingers: lift, stretch, twist, flex.
   TENSE your hand, your arm.
   RELAX and ease out the tension.

5. Take the leg from your hip down to your toes: explore every muscle you can find. Flex your knees, your ankles. Wriggle your toes. Stamp with your feel, tap, wiggle, wiggle your hips. Tense the muscles in your legs. Relax the tension and control.

6. Concentrate on your face: See how many parts you can move, find where the muscles are. Find out what you can tense up and then relax the muscles again.

   Think about your eyes: Try blinking, winking, stare, leer, tighten, close together, half close.

   Move to your nose: Twitch, screw up, frown.

   Lips and Mouth and Jaw: stretch, close tightly, purse, yawn, clench, smile, frown.

Now you've explored your own muscles, work back through your body once more and see how you can move and control your muscels by simply thinking them.

Go right through your body, beginning with your head down through your shoulders, your trunk, your arms, wrists, fingers, your hips, legs, knees, ankles, toes.

Back up to your face - your eyes, nose, lips, mouth, jaw.

Lie still and relax.

Exercises. Now try these exercises:

a) shoulder rolling, neck rolling.

b) shaking head, arms, hands, legs.

c) slapping body all over

d) running on the spot

e) lying down, relaxing muscles

f) deep breathing

g) tensing muscles, relaxing muscles.

Group to sit in circle - or use pairs if this is more comfortable for the group.

> The way in which a person walks, sits, stands, moves and gestures talks to other people and can give them signals about your mood, personality or emotions

Try group exercises in the following, select individuals for some and use models where appropriate.

II. Try expressing the following emotions with facial movements only. Other group members decide if emotion has been communicated correctly.

- surprise, wonder.
- horror.
- anger.
- despair, hopelessness.
- hatred.
- expectation, anticipation.
- thoughtfulness.
- superiority.
- jealousy.
- envy
- pleasure, joe, happiness.
- fear, terror.
- anxiety/fear, then relief.
- sorrow.
- puzzelment, bewilderment.
- pain.
- embarrassment.

When difficulty arises in emotional expression, call for or select a model for the group, roleplay, discuss features of performance, then have the whole group repeat.

SESSION II

Any movement of the body to express an idea or feeling is a gesture. (But a nervous twitch is NOT!)

Try the following exercises:

The hands may gesture to show contempt

The shoulders shrug with unconcern

The head toss with annoyance

The whole body slump in fatigue or tiredness

Arms and legs crossed can indicate withdrawal and resistance to being reached.

Retracted shoulders - repressed, suppressed anger.

Raised shoulders - shouldering responsibility

Bowed shoulders - carrying a burden, weight of a heavy load.

Head down, eyes covered - I am ashamed, cannot face you, or afraid.

Raised height, size, etc. - agression, hostility, dominance.

Any others? .... Take suggestions.

If some individuals experience difficulty then use guided modeling techniques and gradually fading cues.

There are hundred of gestures possible

Surprise, joy, feat and other emotuons are visually expressed first in the eyes and face.

then by a change in posture of the body

finally in gestures, especially of arms, hands and fingers.

The whole process is so quick it seems immediate to someone else watching.

EXERCISE A: Work in pairs facing each other about three feet apart. Mime or gesture using hands only and without words the following ideas:

please go away!

come here quickly!

come in and make yourself at home!

please forgive me!

I can't look at it!

Can I help you?

Help?

Look at this!

Move over there!

Please come and help me!

Which way?

EXERCISE B: Show your partner, by gesture only, how to do the following:

- bowl a cricket ball.
- open a can
- sew on a button
- thread a needle with a small eye
- light a pipe in the wind
- shuffle and deal a pack of cards
- tie your tie
- wash glass windows
- dial a number on telephone
- put a screw in wall
- open a present

EXERCISE C: Let's get back to exploring just how we can use our body, and what we can say with it.

Individual Mimes and Improvisation -choose appropriate mimes from the following

shrivelled up prune
qualities of a boulder
tree lashed by gale
seed pushing up through earth
plant growing in sun & flowering
scones rising in the overn
chocolate melting on the footpath
snail being trodden on
tearing a piece of chewing gum
baiting worm on a hook (or gooey mullet gut)
taking fish off hook
cutting thorny roses on a windy day
peeling and eating juicy orange in best clothes
walking barefoot on hot sand
knocked down in the surf
sunbaking at beach - pail cold water tipped on you
walking along a narrow fence balancing
carrying a heavy load - uphill
carrying heavy load - downhill
wrapping a parcel
taking off wet shrunken clothes
lifting heavy box of new hatched chickens
spider crawling up right arm
waiting to use telephone - urgent or hurry
eating spaghetti with fork

shampooing hair when water goes cold
exploring new place alone and afraid
boys shaving/girls putting on makeup
brushing teeth
taking out splinter from finger

Use Space, Height and Weight

making the bed
washing up the dishes
pumping up a bicycle tyre
stretching to reach box on topmost shelf
hanging out the washing
looking over shoulder of crowd at football match
taking off a pair of tight gumboots
feeling for lightswitch in a dark room
lost and alone
chopping wood
showing a new trainee round Centre

Body Language Cues for you to respond to

a)	Two people are having a conversation - one begins to figit, looks away constantly: what cue is being given?	bored, wants to leave
b)	Someone constantly looks at a clock or watch: what cue is being given?	time to leave
c)	Two people have been sitting in an interview. The interviewer begins to lean forward and stand: what does this usually signal?	departure
d)	You are talking and someone in authority stares directly at you - what could this mean?	silence

What other body language cues are often given that we learn by experience, how to respond to.

Try to have trainees suggest others - e.g. being excluded from joining a group that is "physically" closed.

SESSION III

Between your feet and the top of your head there are just over 200 bones which are joined together by a tissue that is tough but capable of movement - and capable of distortion if you make a habit of carrying your body badly.

WALK: Walk Tall is the best advice anyone can give you. Carry yourself with pride, for your posture shows your general spirit.

if you are often tired, your body slumps

if you are often surly or angry your head and shoulders are likely to be thrust forward.

if you are often happy, your body is naturally erect, and perhaps even feels taller than it really is.

So, when you stand, walk or sit, think of yourself as being tall.

EXERCISE

Try walking using some of these postures and explore what and how each communicates to others.

1. WALK Try changing shoulder, head, limb positions to gain different effects.

1) a model displaying a dress.
2) an old man crossing the street
3) army officer inspecting the guard.
4) man with a wooden leg
5) baby learning to walk
6) a policeman on duty
7) an angry man
8) a woman in a hurry
9) a stranger entering an unknown building
10) a royal personage arriving at airport
11) a pop star walking onto the stage
12) a nervous teenager going for 1st job interview
13) walking barefoot across hot sand
14) drunk

Each member of the group has a turn walking in the first situation. Positive aspects of performance are discussed and areas to work on are highlighted.

Whenever difficulty is experienced, a model from the group itself can be called upon, or the instructor can model for the group.

Use Graduated modelling and gradual fading of cues where appropriate.

Work through the various exercises in this fashion and ask group to suggest other types of walks not listed. Explore these.

Perhaps members of the group or staff have particular walks. Discuss, roleplay and evaluate effect of each walk as it communicates to us.

2. Divide group into pairs. Start at opposite ends of the room - walk to a comfortable position and distance from each other and stand.

   Examine stance, posture, proximity of each couple.

   Discuss what are the messages given by these stances.

3. Model and roleplay standing in following positions:

   1) relaxed
   2) tense
   3) angry
   4) frightened
   5) involved, interested
   6) anxious
   7) take group suggestions

4. Model and roleplay sitting positions for the above.

SOCIAL SKILLS PROGRAM

SESSION IV: Eye Contact

The Stare

1. We do not generally stare at another human being - it is seen as rude, uncomfortable.
2. Staring is reserved for non persons, things.

Confronting

A shy person avoids meeting people and backs away in confusion when he is introduced; an assured person enjoys meeting people and greets them in a warm and friendly way. What a different impression these two persons give!

It is great to be able to face people squarely and particularly to look right at them, calmly and warmly. Eyes tell the truth, almost always, about how a person feels - in a moment they can tell us more than words and words could be deliberately false anyway.

We look at the floor, our feet, or sideways if we have done something we are ashamed of.

When we are sad we turn away so people won't see our eyes and learn how we feel.

When we are confident or happy we look straight into people's faces and our eyes tell our feelings.

When we meet and face people - to look at them vaguely is not enough.

But confronting means looking with interest, with warm regard, so that people feel we notice them and approve them. (This is different from staring, which is vacantly gaping).

Exercise: To look at someone for two minutes without feelings of confusion and tension (which usually show as laughter).

> Stand in pairs, facing each other, about 2' apart. Stand up straight with your arms relaxed by your sides.

2 mins time

Start - Really look at your partner's face, especially in the region of the eyes. There should be no twitching, grinning, laughing - and above all, no looking away.

Try it several times and the tendency to feel embarrassed and to laugh should steadily decrease. Keep practising when the lesson is over. Try it at the dinner table, try it when you meet friends, when you speak to a shop assistant, etc.

Change partners - try another 2 min. period

Keep changing partners and practicing quite a few times.

Notice how some people on television confront the camera perfectly, while others seem uncomfortable.

The ability to confront is a precious thing, one everybody should aim to achieve.

A Small Tragedy: (work in pairs) You are walking rather absent-mindedly along a country road after a shower of rain. (Now, tell the rest of this by gesture and mime, using not only your hands but your face and your whole body. While you do so, your partner confronts you, and you confront him whenever you are able). Suddenly, you hear a car coming. Startled, you twist around and spring to one side. Too late! The car rushes past and splashes you with muddy water. You survey your clothes and show appropriate emotions. Then you take out your handkerchief and clean up the mess.

Try some initiating behaviours where eye contact is essential.

Step I Have group one by one practice entering room, looking at an individual, smiling, then take seat.

II One by one trainees enter the room, eye contact, smile and greet another trainee by shaking hands, then sit.

III Each trainee enters for a job interview with the Manager of a firm (have another trainee roleplay this). Again stress confronting—eye contact, smile, greeting, and give name.

IV Enter a shop and gain attention from attendant.

SOCIAL SKILLS PROGRAM

SESSION V: Not Looking or Ignoring

1. Ignoring can cause as much discomfort and unease as staring.
2. Pointedly ignoring someone is sometimes seen as contempt.

What happens when we pass strangers in the street?

Usually when two people are approaching from opposite directions, at approximately 8' they look at each other, signal the direction they will take, look directly in the person's face, then look away.

They pass, not looking at each other.

Discuss and Explore

What happens when someone is wearing dark glasses?

What happens to eye contact between strangers

- when eating in a restaurant or cafe?
- when travelling on public transport?
- when you bump into a stranger on footpath or in crowd?
- when you want someone to believe you are telling the truth?
- when you are listening to someone talking?
- when you are enjoying an outing with friends?
- when you are getting "told off" by parents or Supervisor?

How can we avoid staring?

How important do you think eye contact is in a conversation?

Roleplay the following

1. Sitting in a restaurant with strangers
2. Sitting in restaurant with friends
3. Entering self serve cafeteria selecting food, paying, taking seat at table with strangers.
4. Repeat but take seat joining friends.
5. Getting on a bus, paying driver and taking seat.
6. Coping in a crowd.
7. Bumping into someone and causing them to drop their parcels.
8. Walking past strangers in the street

Use modeling procedures to improve performance in each of the above situations.

Continually stress eye contact, smiling, expressions and gestures, body positioning, asymmetry, proximity and body tension to gain a more relaxed, effective performance.

How do clothes communicate about ourselves to others? Discuss. e.g. sporty, sloppy, slap happy, dirty, neat, racy.

Summary of weekly sessions.

Group evaluates gains in control of body language by exploring and discussing areas of non verbal communication over which they have control.

VERBAL COMMUNICATION

Human speech consists of a set of learnt social techniques which are used not only to convey information, but to influence others. Through the medium of speech, facts and opinions can be expressed, challenged, debated. The great differences in the skill of individuals with language is mainly associated with intelligence, education and training and social class.

Bernstein's (1960) work on the relationship between social class and speech was followed by a host of studies which revealed the speech of the lower classes to be more concrete, less abstract, more informal, more syntactically incorrect. The significant relationship between social class and speech, and between education and training and speech highlights the learning component in language. Thus the need for an intensive speech training program for the mildly retarded adolescent - who is by definition slow learning and consequently slower to develop in this area, but is also in a large bulk of cases from a lower class home and often further handicapped by a specific speech difficulty. In many cases, skilled speech therapy is necessary. However, much can be accomplished by a social skill training program.

The following components have been successfully included in training programs run at the Granville Work Preparation Centre utilizing the current staff - a social worker and a vocational counsellor.

VOLUME

Volume is often a problem area. The too soft voice of the passive or shy individual often produces frustration and aggression in the listener, while the overloud voice is perceived as aggressive or argumentative. The individual who uses a low volume may later complain bitterly that others don't hear and don't pay attention to him/her, or they ignored what was said.

The individual needs to become aware that he/she has control over his/her volume, and also the effect that volume has on other people. This can easily be done by a few exercises, especially utilizing a tape recorder or videotape recorder.

Variation in volume can be experimented with, and trainees can be taught to counter aggressive verbal onsloughts towards themselves by simply waiting till the attack subsides and replying with lowered volume.

The establishment of appropriate volume is of particular importance in assertive situations and the concurrent assertive training program serves to reinforce this concept.

LATENCY

Latency or the delay before reply to questions or statements is a particular problem of this client population.

Long latency is perceived as passivity by both questioner and respondent, while very short or negative latency (i.e. interruption) is perceived as aggressive.

Long latency can signal both surprise and confusion. The silence that results, however, indicates and increases stress and anxiety. It is at these points trainees can be given skills to use "fill ins", the use of simple statements or devices to relieve tension, but allow more time to think through a reply. These techniques are outlined in the assertive training course.

Some latency periods may be perceived as passive resistance, a response which may increase the aggression of the other interactor. Again, assertive training can give the trainee the skills and confidence to state feelings and opinions simply and clearly rather than suffer a silent hostility.

AFFECT

Some individuals employ a flattened affect in speech, which does not transmit any feeling to the other interactor/s. If that flatness is perceived to be under immense control, for example when an individual is seen to be speaking 'through a clenched jaw', it is usually perceived as aggressive. However, flattened affect is more likely to be perceived as passive disinterest.

Training for appropriate affect is important, for inappropriate affect is an often described feature of retarded persons. (Gunzburg, 1973, Klick, 1975).

Excessive giggling behaviour exhibited by several trainees at the Granville Work Preparation Centre was found to be directly related to nervous tension and fear of failure. One trainee was so bound by his uncontrollable giggling, he was reduced to face slapping himself in an attempt to regain control. The giggling behaviour always preceeded an attempt to speak in front of the group, for Terry has a severe speech problem. By guided modeling procedures and instant reinforcement, Terry was able to cease this behaviour completely after three days. Yet it was a behaviour he had been locked into, possibly for years.

Speed, tone, pitch and voice quality such as breathiness are often aspects of speech which can be controlled and improved by training.

SENTENCES

Many of the mildly retarded adolescents referred to the Centre fail to communicate in full sentences. They rarely if ever volunteer information or opinions and when forced to respond, deliver their messages in a short, monosyllabic, almost telegraphic style. Through long experience they have learned a technique of beginning a reply, propping and then waiting for the other interactor to complete the sentence or meaning themselves, often to the satisfaction of the interactor, but often regardless of the true intent or message.

Conversation flags when limited information is thus delivered. Moreover such a response is perceived as either aggressive or extremely passive.

Trainees can by modeling and roleplay procedures learn to break out of this pattern and deliver sentences. They can also gain the confidence to begin volunteering information and expression of feeling, and thus enter into fuller, more satisfying relationships.

QUESTIONS

When trainees do ask questions, they are more often than not closed questions, requiring only a one word or forced choice between alternative answers. While this is effective in certain situations, almost exclusive use of closed questions inhibits conversation and social interchange.

Open ended questions which require a lengthier explanation and the possibility of volunteering and exchanging information are more effective as conversation makers.

The skills of learning to ask open ended questions can be mastered by trainees with some basic rehearsal and practice opportunities. For example, the simple questions "what sort of ...", "why", "how", are an easy beginning. What sort of pictures do you like? what sort of sports do you like? what hobbies have you? why do you like murder mysteries? or how do you do that?

CONVERSATION SKILLS

Other conversation skills include:

a) repeating back information or feelings volunteered by the interactor.

b) volunteering information

c) giving and receiving positive feelings, e.g. compliments.

d) being able to introduce a new topic of conversation.

These skills are outlined in the programs, and suggested methods of approach are included. No one method has been used exclusively, as the idiosyncratic nature of the difficulties encountered among trainees and limited facilities and resources required a flexibility in structure and presentation

SOCIAL SKILLS PROGRAM

UNIT II - SOCIAL SITUATIONS

Objectives - to develop skills in social communication.

SESSION VI

a) Telephone Use - Answering a call
Taking a message
Making a call

b) Introductions - Introducing self
Introducing others
Guiding Rules and Principles
Verbal Components
Non Verbal Components

SESSION VII

Explanations and Directions

SESSION VIII

Social Courtesies - Thanking
Interrupting
Expressions of Sympathy
Congratulations
Joke Telling
Complaints (Assertion)

SESSION IX

Special Occasions - Announcements
Speech of Welcome
Presentation
Speech of Thanks

General Review and Retest of previous sessions

SOCIAL SKILLS PROGRAM

SESSION X

Conversations - Putting forward own viewpoint, opinions.
Arguing
Discussing
Retelling an incident or story
Conversing with friends

Emphasis upon - statements of fact) Verbal/Non Verbal Components
statements of opinion)
judgements)
instructions, orders)
suggestions)
seeking aid)
questioning)

SOCIAL SKILLS PROGRAM

SOCIAL SKILLS - SOCIAL SITUATIONS

A person is said to be self conscious if he/she feels fear and awkwardness when people's eyes are on him.

If we feel this fear, the key to overcoming it and our feelings of awkwardness is in realizing that the fear is in our own minds, not in the situation from which we want to turn away.

First of all we must RELAX! Put into practice what you have learnt about relaxation. This will be a great beginning.

Secondly, take your attention off yourself and put it onto the situation that you should be facing - the role you are playing, the speech you are making, the group you are confronting, or whatever else it may be. By tuning-in to the situation, you will be tuning-out your feelings of self consciousness and they will fade away.

Man is a social being, that is, he communicates with other people. During our lives we use speech to convey our thoughts to others.

Social Situations & Skills

I. TELEPHONE

When making a telephone call:

State your name and the person to whom you wish to speak.
If the call is to your parents, relatives, or friends, ask about their welfare before you deliver your message.
Be considerate to the person you are calling.
Avoid shouting into the receiver, keep the voice low.
When answering a call, give your number or name.
If the message is for another, say, "Would you hold the line please, while I get ... for you".
If the person called is unable to come to the phone, ask if you may take a message or suggest another more suitable time to ring.

Non Verbal Components

The lack of non verbal factors can increase communication problems It is essential to ensure that the verbal message is direct, concise and unambiguous.

Emphasise -
volume
tone
pitch
latency

Exercises

Carry on a telephone conversation with a member of the class.

(a) Ring the grocer asking him to deliver some goods to your home.
(b) Ring the ambulance to report an accident on your street.
(c) Your friend Peter rings to ask you to go with him to see a film in the city.
(d) Mr. Watkins telephones for your father. Your father is out.
(e) You wish to order an English book from Wheatstone's Book Supplies.
(f) Make an appointment at the dentist.
(g) You wish to inquire if the local hardware store has a particular brand of paint.
(h) Make arrangements for a social meeting with a friend - time, place, date, function.

SOCIAL SKILLS PROGRAM

Hierachy of Skills - Private Telephone Usage

1. State need - name of person to be telephoned and reason for telephoning.
2. Find telephone number
    a) directory or telephone book.
    b) card, e.g. Doctor, Dentist, etc.
    c) directory assistance.
    d) personal address book.
3. Dial number
4. Recognise signals - engaged, ringing, out of order.
5. When phone answered, introduce self.
6. Ask for appropriate person for message or communication.
7. Call content -
    a) deliver message
    b) make appointment
    c) make arrangements - meeting.
    d) ask for information
    e) social chat.
8. Indicate call coming to completion,
   clarify information or arrangements
   thank person for information, etc.
9. Terminate conversation
10. Replace receiver on hook.

Additional Learning - Directory Assistance.
- Information Calls.
- Emergency Calls
- Long distance calls.
- STD calls.

Hierachy of Skills - Public Telephone Usage

1. State need - name and reason for call.
2. Check 10c available.
3. Locate phone box.
4. Locate telephone number.
5. Put money in slot.
6. Dial number.
7. Recognise signals.
8. If busy or not answering, hang up and push button __
9. If ringing answered, push button __
10. Introduce self.
11. Ask for appropriate person.
12. Content- delivery
13. Indicate purposes for call complete.
14. Terminate conversation.
15. Replace receiver

SOCIAL SKILLS PROGRAM

Telephone Use

SAMPLE INDIVIDUAL RATING SHEET

Name: ____________________

Date: ________________

Performance	Performs Unassisted	Performs with Encouragement	Verbal Assistance	Physical Assistance	Comments
1.0 Locates Telephone					
2.0 Locates telephone number					
2.1 directory or phone book					
2.1 business card, e.g. Doctor					
2.3 directory assistance					
2.4 personal address book					
3.0 Selects appropriate coins					
3.1 Lifts receiver					
3.2 Places coin in position					
4.0 Recognises dial tone					
4.1 Normal dial tone					
4.2 Engaged signal					
4.3 Out of order					
5.0 Dials desired number					
5.1 Uses STD code where necessary					
6.0 Allows phone to ring about six times before hanging up					
7.0 Waits for someone to answer before speaking					
8.0 Introduces self					
9.0 Asks to speak with desired person					
10.0 Call Content					
10.1 delivers message					
10.2 makes appointment					
10.3 makes arrangements to meet other person					
10.4 asks for information					
10.5 manages conversation					
10.6 receives message					
11.0 Concludes conversation appropriately					
12.0 Replaces receiver					

SOCIAL SKILLS PROGRAM

Social Situations & Skills

II. INTRODUCTIONS

It is a basic rule of politeness to introduce two people whom you know but who are strangers to each other. To fail to do so would be considered impolite.

Introduce - the one in the junior position to the senior;
the male to the female;
the younger to the older.

Say the (older's, female's, more senior's) name first in the introduction. For example, "Mary, I would like you to meet my friend Phil Willis. Phil, this is Mary Thompson".

or:

"Dad, I should like you to meet my friend Jim Donnelly".

Some Rules to Guide You

When carrying out introductions:
State the names clearly to avoid embarrassment.
After the introduction, spend some time with the newly-introduced group, mentioning some topics of common interest.
Acknowledge the introduction by saying "How do you do?"
Men and boys generally rise from their seats when they are being introduced.

Exercises

1. Introduce:
   - (a) Your friend Tom Russell to your parents.
   - (b) Friends of a similar age but different sexes.
   - (c) Your sister Maree to a friend Bill Walters.
   - (d) Your uncle and aunt Mr. and Mrs. Johns to a minister of religion.
   - (e) Your parents to one of your teachers.
   - (f) Your friend Peter Phillips to the family doctor, Dr. Banks.
2. You meet new people
   - (a) introduce yourself
   - (b) continue interaction having just been introduced.

Non Verbal Components

1. Distance stand about 2-3 feet from person to whom you are introducing another.

   Stand side by side with person you are introducing.
2. Eye Contact - Remember to use eye contact.
3. Gestures
   - a) Many people like to shak hands.
   - b) In some situations, e.g. family - kissing may be appropriate (the polite vs. the passionate kiss)
   - c) hand gestures often used.
4. Standing or sitting - Posture
5. Facial Elements - e.g. smiling helps relax people & eases the discomfort.

SESSION VII

Social Situations & Skills	Non Verbal Components
EXPLANATIONS	
You are sometimes asked to give directions and explanations:	Proximity - distance stance gesture eyecontact facial expressions

EXPLANATIONS

You are sometimes asked to give directions and explanations:

Show by your manner it is a pleasure to do so.
Answer Sir or Madam to an adult.
Speak slowly and, if necessary, repeat directions.
Seek to give the listener a clear picture by your explanation.

Exercises

Give directions or explanations to the following:

(a) "Can you please tell me where I can find Miss Scott?"
(b) "I'm looking for the Railway Station - can you help me please?"
(c) "Please direct me to the closest telephone".
(d) "Do you know where the butcher's shop is please?"
(e) "How do I reach Central station from here?"
(f) "Would you please tell me where the Post Office is?"
(g) Explain to a stranger in the area the main public transport services.

Use tact in these situations:

(a) You bump a lady in the street and she drops her parcels.
(b) You forgot to attend a birthday party.
(c) In passing your change, the bus conductor is ten cents short of the correct amount.
(d) You have to decline an invitation because of a previous engagement.
(e) You find you cannot attend an appointment because of some unexpected event.
(f) You are late for your job interview.
(g) You are late home after working late unexpectedly.
(h) The television set you bought last week is not working - it's guaranteed for three months.

SOCIAL SKILLS PROGRAM

DIRECTION - HIERACHY OF SKILLS

1. Clarify need, e.g. GWPC to Granville P.O.
2. Answer
   a) yes - you know the way and can give directions.
   b) yes - know way but can't give directions - refer to someone who can.
   c) No - don't know the way, but can refer to someone who does.
   d) No don't know way, can't help.
3. Locate directions - right, left, straight ahead.
4. Decide first instruction (e.g. go down these steps) and indicate landmarks where possible, past the car park.
5. Specify turns and direction where necessary (e.g. turn right and continue straight ahead)
6. Indicate distance (for 200 yards or till you reach the 1st cross street).
7. Make instructions clear and precise.
8. When approaching desired point, e.g. P.O. add cues for checking, e.g. tall white building opposite Railway, or next to Bank of NSW.
9. Repeat directions where necessary.

SOCIAL SKILLS PROGRAM

SESSION VIII

SOCIAL COURTESIES	Non Verbal Components
What would you say in the following situations?	Watch particularly
1. Thanking (a) After having been taken to a football match by your neighbours. (b) A friend has invited you to a party (c) You receive a present for your birthday (d) A man in the street gave you directions (e) After a passer-by assisted you to fix the puncture on your bike. (f) A person returns your lost wallet to the police station (g) After you have enjoyed a holiday with your uncle and aunt.	a) facial expressions b) gestures, e.g. handshaking, kissing, hugging c) eyecontact
2. Interrupting (a) You suddenly feel ill at work (b) You do not agree with what has been said (c) A visitor has come to the door and the supervisor is unaware of his presence. (d) You need to give your parents a message when they are conversing. (e) You interrupt the foreman to give him a message from the storeman about deliveries that have arrived.	a) body posture b) facial expressions c) gestures d) eyecontact
3. Expressions of sympathy (a) To a friend who has had bad news. (b) To a member of your group who is in hospital. (c) To a friend whose pet dog has recently died. (d) To your aunt after her long sickness.	a) facial expressions b) eyecontact c) gestures d) proximity
4. Congratulations (a) To a friend who has just been successful in his exams. (b) To an opponent who has just defeated you in a thrilling match. (c) To your neighbour on his winning a raffle.	Notice changes in all of these situations - how differently we behave to convey our message
5. Complaints (a) the garbage was not collected from your house. (b) an article you bought is found to be damaged when you get home - take it back (c) You have been shortchanged in the supermarket.	
6. Joke Telling Spend some time swapping jokes and see who can tell jokes well. Discuss why they succeed, what techniques are used.	

SESSION IX

SOCIAL SKILLS PROGRAM

SPECIAL OCCASIONS

1. Making Announcements

When you are announcing a coming event ensure that your message is:

clear;
brief;
comprehensive.

For example:

"There will be a meeting in the canteen today at 1p.m. for all trainees interested in the Trainees' Council. Everyone should come along at 1p.m. sharp."

(a) The Centre Dance
(b) The Social Club
(c) The football match on Saturday

2. Speeches for Social Occasions

a) Introducing Speakers

Your introductory remarks should include information about:

The speaker - who is he?
- what has he done?
- how is he qualified to speak on this subject?

The topic of speech.

b) Making a Speech of Welcome

Your remarks should show why this particular person is welcome to the group you are addressing.

c) Making a Presentation

The speech has two main parts:

the gift - its significance;
the receiver - his merit.

Compose speeches for the following occasions:

(a) A welcome to an important visitor to your class.
(b) A presentation to a teacher.
(c) A farewell to a visiting football team
(d) An expression of thanks to the Mayor or Shire Chairman for visiting your school.
(e) Welcoming a new pupil to your class.
(f) Your friend's birthday party.

d) Speech of Thanks

(a) for gifts at birthday party or event.
(b) for speaker coming to Group to present views.
(c) to organizer for work done.

Non Verbal Components

Trainees to decide appropriate body language and inappropriate body language in these situations.

Videotape Ratings

to provide feedback on acquisition of appropriate skills and performance using skills

SOCIAL SKILLS PROGRAM

SESSION X

Social Situations & Skills

CONVERSATIONS

Conversation is a two-way affair. Talk with someone, not merely to him. Through conversation we learn about other people as they learn about us. To improve your ability to converse, try these suggestions.

Topics of general interest are useful until a particular topic of common interest is discovered.
Use the remarks of others to develop the conversation.
Take an interest in many topics so that you are able to talk about a wide variety of subjects.
Be interested to learn new skills and knowledge.
People enjoy telling us.
Take a genuine interest in what others say.

Skills of Conversation

Use of questioning - number and type.
Use of statements of fact.
Use of statements of opinion.
Use of judgements.
Use of instructions and orders.
Use of suggestions.
Ability to ask for help.

Don't

(i) interrupt what another is saying;
(ii) monopolize the conversation;
(iii) display one's knowledge unduly.

Exercises

Carry on conversations in the following situations:

(a) With your friends discuss their hobbies.
(b) You are introduced to Peter Whitely at a party.
(c) You are on a train to Melbourne for vacation and find yourself sitting next to a middle-aged woman.
(d) At your friend's home you are introduced to his sister, Julie. She is about the same age as yourself.
(e) You are at a party and meet an American who is visiting Australia for a few weeks, and then visiting New Zealand.

Non Verbal Components

Sitting vs. Standing

Messages sent

a) Through seating patterns.

b) Body positioning

c) How to change seating or standing pattern if desired.

SOCIAL SKILLS PROGRAM

UNIT III

SOCIAL SKILLS IN THE COMMUNITY

OBJECTIVES

1. To acquire the skills necessary for confident functioning in public social situations.
2. To practice these skills until competence of performance is attained.
3. To decrease anxiety and inappropriate behaviour in public social situations.
4. To increase competence in interaction skills.

SESSION XI

Specific Goals

1. To identify appropriate and offensive personal habits and behaviours in public situations.
2. To acquire skills in eating etiquette, table manners and conversation.

1. Discussion General Rules for Politeness

What are general rules of politeness in reference to habits, language, questions of a personal nature, expressions of appreciation, sympathy, etc., meeting people and making introductions, the rights, property and equipment of others, common courtesies such as shaking hands, opening doors, etc., bathroom habits (e.g. flushing, washing hands?).

2. Discuss the following and decide where and when each behaviour is appropriate or offensive.

1. Personal manners
    - a. Picking
    - b. Expectorating (spitting)
    - c. Offensive odors
    - d. Obscene language
    - e. Personal remarks
    - f. Personal comparisons
    - g. Personal questions
    - h. Bathroom manners
    - i. Use of handkerchief

2. Group manners
    - a. Shaking hands
    - b. Burping and belching
    - c. The sniffer and the snorter
    - d. Use of make-up in public
    - e. Chewing gum
    - f. Smoking
    - g. Loud talking
    - h. When to say thank you
    - i. When to say please
    - j. When to say pardon me

3. Eating Etiquette & Table Manners

Table Courtesies and Proper Table Setting

Activities

A. Encourage group participation in regard to the following rules.

1. All should be seated at the same time.
2. Unfold napkin below the edge of the table; then place the half unfolded napkin across the lap.
3. Do not begin eating until everyone has been served.
4. When eating soup, dip the spoon away from the bowl. Sip the soup from one side of the spoon.
5. Break bread into small servings. Never butter a whole slice of bread at one time.
6. When the knife or fork is not being used it is placed across the top edge of the plate.
7. Hold the handle of the knife and the fork lightly in the palm of each hand, the fingers clasped around them. Rest forefingers along back of blade of knife and handle of fork.
8. Do not cut all the meat on your plate at one time. Cut bite-sized pieces as you go along.
9. After stirring a hot drink, the spoon should be placed on the saucer and not left in the cup. Remove the spoon after stirring an iced drink.
10. Elbows should not rest upon the table or interfere with the person seated nearest you.
11. Eat slowly. Hurried eating causes indigestion.
12. Only the fork and spoon are used to carry food to the mouth.
13. Ask for food to be passed rather than reaching across the table or in front of others.
14. Always be thoughtful of others. See that the ones nearest you are served and that the food is passed.
15. Do not discuss unfavourably the food at the table.
16. When eating be sure to keep your lips closed.
17. Let the conversation at the table be pleasant. Keep up your share of the conversation but do not monopolize the talk.
18. Do not finger or play with silver or dishes.
19. Fold your napkin at the end of the meal if you will be eating at the same place again. If not, leave it unfolded at the left of the plate.
20. The host or hostess gives the signal for leaving the table by rising.

B. Have the group discuss the following rules for setting the table.

1. Allow 20 to 24 inches to the person on the corner; the space taken by glass, silver, linen and china for each person is called the cover.

2. The plate is placed in the center of the cover one inch from the edge of the table.

3. Silver is placed on the table in the order in which it is to be used from the outside in toward the plate. All silver is placed one inch from the edge of the table. Butter knife, if used, should be placed on the bread and butter plate.

4. Place knives at the right of the plate with cutting edge toward the plate. Spoons are placed at the right of the knife with the bowls up.

5. The water glass is placed at the tip of the knife.

6. Place forks at the left of the plate with the lines up. It is not necessary to use a salad fork unless the salad is to be served as a separate course in the meal.

7. The bread and butter plate is placed on the left of the fork. The butter knife may be placed across the plate parallel to the edge of the table or across the side of the plate in line with the other silver.

8. Place the salad at the left of the corner near the tip of the fork.

9. Napkins are placed to the left of the fork. Open edges of the napkins are usually placed parallel to the edge of the table so the open lower corner is nearest the plate.

10. Table manners:
    a. Making use of the model set table, the following demonstrations and discussions can be carried out:

        (1) Proper holding and use of knife, fork and spoon.
        (2) Proper use of napkin.
        (3) When to say please, thank you, excuse or pardon me.
        (4) Ask to please pass food - do not reach
        (5) Proper way to chew food - eat with mouth closed.
        (6) Speed of eating - eat slowly and do not gulp food.
        (7) Proper handling of accidents at the table.
        (8) Men wait for ladies to be seated - help with chairs.
        (9) Ask to be excused from the table before leaving
        (10) Discussion of proper table talk (a group planned meal served with all good table manners observed and carried through)

    b. Proper conversation

        (1) Discussion of proper topics of conversation pointing out that it should be cheerful and about subjects of general interest to all.
        (2) Emphasize that unpleasant topics and pointed remarks about people in the group create unfriendliness.
        (3) Point out that profanity, obscenity and suggestive talk only show lack of judgment and training.
        (4) Discuss what topics are not proper for conversation and why. Examples: What may have occurred in the institution; what your employer says or is doing (carrying tales), all about your boy or girl friends.
        (5) Set up situations that provide opportunities for proper conversation and allow for practice under varying circumstances.

C. Give a demonstration of proper table settings.

D. Have each group member remove dishes and set the table.

E. Have class member explain or act out what he would do if he turned over his glass; the meat was too tough to cut; he did not like the food he had placed on his plate; a lady stopped by his table to say "hello", or he did not have enough money to pay the bill.

F. Videotape sequences and rate for acceptable criterion performance.

III Materials

A. Table setting for four people, table cloth, center piece.

B. Pictures of table properly set.

SOCIAL SKILLS PROGRAM

SESSION XII

EATING OUT

Objectives:
1. To establish competence in the use of public eating facilities
2. To promote self confidence when using eating out facilities.

1. The Cafeteria

a) Self Service style.
b) Paying the cashier

Set up a mock cafeteria and roleplay sequences from entering behaviour; picking up tray; examining food and prices; selecting desired food; collecting utensils; paying cashier; choosing table and seating arrangements.

2. The Coffee Shop

Discuss the differences between a cafeteria and coffee shop:

1. physical layout
2. type of food and drink served.
3. prices
4. ordering from menu
5. dealing with waiter or waiters
6. paying at the table, or cashier
7. tipping

Using sample menus, set up a mock coffee shop and roleplay the sequences from entering to ordering, to paying and leaving coffee shop.

Trainees can discuss when they might like to use a coffee shop in preference to a cafeteria, and vice versa.

3. The Restaurant

Distinquish the restaurant facilities from the coffee shop and cafeteria.

Discuss the types of restaurants available:-

- inexpensive, quick service restaurants.
- bring your own drinks.
- ethnic restaurants : Chinese : Italian : Spanish : Moroccan : Turkish : Lebonese : Indian : Thai, etc.
- vegetarian restaurants.
- medium price range restaurants, e.g. bistros.
- expensive style - perhaps with dancing, floor shows, etc.
- theatre restaurants, e.g. The Music Hall.

Model and roleplay the following sequences until desired level of competency is achieved.

1. Booking a table in advance.
2. Arriving at the restaurant - waiting to be shown to the table.
3. Being seated appropriately.
4. Ordering from the wine menu.
5. Service from wine and drink waiter.
6. Ordering from the food menu.

7. Dealing with the waiter/waitress, e.g. asking for explanation of food names, asking for direction to facilities, asking for clean knife, or ashtray, salt, etc.
8. Eating behaviour - entree
   main course
   dessert
   coffee
9. Conversation and manners during the meal.
10. Calling for the bill.
11. Paying the bill.
    Tipping where desired.
12. Leaving the table and restaurant.

Make trips to cafeterias, coffee shop and restaurants to practice skills acquired during training and to develop confidence and competence.

A valuable exercise, too, is to ask trainees to locate several restaurants and compare for attractiveness, food supplied and prices charged before actually entering.

Assess the individual's ability to use the facilities without anxiety.

SOCIAL SKILLS PROGRAM

Individual Rating Sheet

Restaurant Use

Name: Date:	Performs Appropriately Without Assistance	Performs With Encouragement	Verbal Assistance	Physical Assistance	Comments
1. Can locate cafeteria coffee shop restaurant					
2. Enters without undue anxiety					
3. Waits to be seated - if appropriate					
4. Sits at counter or table - if appropriate					
5. Locates menu and prices					
6. Locates categories of food on menu					
7. Asks for explanation of food if appropriate					
8. Chooses food within budget					
9. Orders food decided upon					
10. Uses utensils, glass, etc. appropriately					
11. Carries on appropriate conversation at table					
12. Places utensils on plate when finished					
13. Picks up bill					
14. Checks bill and takes appropriate money from wallet					
15. Gives bill and money to cashier or waitress.					
16. Receives change - checks and puts away.					
17. Collects belongings and leaves restaurant					
18. Collects tray, utensils and desired food in cafeteria					
19. Pays cashier					
20. Chooses table and sits appropriately					
21. Returns tray to disposal area when finished					

SOCIAL SKILLS PROGRAM

SESSION XIII

Objectives
1. To acquire necessary skills for specific social situations.
2. To develop confidence and competence in these social situations.

Teaching Methods

1. Explanation
2. Demonstration, modeling
3. Guided modeling
4. Roleplay

Instructional Sequences for Specific Social Situations

1. Going to the movies
   a) Finding out what's on - daily paper
   b) Deciding arrangements - clarify date, time and place with friends.
   Decide dress
   Decide travel arrangements
   c) Understand Seating: stalls, dress circle, lounge and Prices
   d) Booking or reserving seats - telephone call
   e) Collect or purchase tickets from booking office
   f) Entry, ushers, seating and behaviour
   g) Intermission
   h) Facilities/amenities and refreshments
   i) Exit

2. The Theatre or Opera House
   a) Finding out what's on
   b) Arrangements - date, time, travel, dress
   c) Reservations
   d) At the ticket office
   e) Entry, ushers, seating
   f) Late arrival practices
   g) Intermission
   h) Exiting

3. The Hotel
   1) Trading hours and licencing regulations
      - minimum age
      - bona fide travellers
   2) Facilities - Saloon Bar
   Public Bar
   Lounge
   Beer Garden
   Bottle Department
   Bistro
   Counter lunches
   Poole, snooker
   Room/boarding

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SOCIAL SKILLS PROGRAM

The Hotel (contd.)

3. General Behaviour - entry with friends
    - making introductions
    - entry alone
    - selection of bar or room
    - seating
    - meeting people
    - ordering drinks, individual vs."rounds"
    - ordering counter lunch
    - ordering bistro meal - do it yourself bar-b-q & salad
    - booking a room for night - registering
    - accepting drinks offered
    - rejecting drinks offered
    - leaving - terminating behaviour

4. The Drive-In
    1. Locate Drive-in with desired program,
       Offering or accepting invitation, rejecting invitation.
    2. Opening hours - Evening
    3. Payment at gate, entry
    4. Driving to selected position - parking
    5. Hook up of speaker
    6. Eating facilities & amenities
    7. Intermission
    8. Appropriate Behaviour at Drive In
    9. Departing

5. Clubs
    1. Identify various clubs available
    2. Entry requirements
    3. Facilities provided
    4. Utilizing facilities provided
    5. Appropriate behaviour
    6. Poker machines - use and abuse

SESSION XIV

Objectives
1. To rehearse and improve skills necessary for the competent use of public faciltiies.
2. To decrease anxiety when utilizing public facilities.
3. To further develop interaction skills.

1. The Public Library
    a) Facilities supplied
    b) How to borrow and return books
    c) How to ask for asssistance

2. Church
    a) Various services
    b) Behavioural Expectations and requirements

3. Shopping
    a) Asking for assistance
    b) Making purchases
    c) Returning damaged or broken articles
    d) Thanking for assistance

4. Banking and Building Society Facilities
    a) inquiring to open an account
    b) requesting information
    c) transfering an account
    d) closing an account

5. Sporting Events and Facilities

    e.g. Swimming Pools, Football grounds

    a) Purchasing tickets
    b) General behaviour expectations

6. Visiting Sick Friends in Hospital

7. Public Transport

    Coping with buses - tickets
    - conductors
    - behaviour

    Coping with trains
    Coping with Ferries
    General Social Courtesies

8. Queuing for service or transport

9. Discuss and roleplay the use of thank you, you are welcome, pardon or excuse me, etc. Demonstrations and discussions of various occasions you would use these expressions of courtesy.

SESSION XV

JOB INTERVIEWS AND OFFICE AND WORK BEHAVIOUR

Goals

1. To acquire the skills necessary for the job interview situation and to practice skills until a high level of competence is attained.
2. To discover appropriate work behaviour and courtesy and to practice dealing with situations requiring manners and tact in office and interview settings.

1. How to Conduct Yourself in an Office

A. Have a group discussion on the following rules of office behaviour.

1. Consider an office a place of business where you practice good manners.
2. Show respect for the person in the office by asking politely "May I see you for a few minutes?" If the door is closed, ask the secretary if it will be possible for you to see the person behind the closed door at another time.
3. Seat yourself in a chair. Watch how you sit.
4. Try not to smoke while you are in the office. If you feel that you must, ask "Do you mind if I smoke?" Make sure that you use the ashtray only for your ashes.
5. Use your best conversational speech in a well-modulated tone.
6. When the secretary asks the person to whom you are talking to answer the phone, politely wait until the conversation is finished or excuse yourself and wait outside if necessary.
7. If a visitor comes by the office to see the person in the office, excuse yourself politely and leave. If you are in doubt, ask the person in the office, "May I see you later in the day?" If he or she indicates that you may stay, you may feel free to do so.
8. Look your best when you enter an office. Someone has said, "Every minute of your working day you should look the very best that you can possibly look. You never know which moment will be your most important moment".
9. Wait until the other person has stopped talking before you begin.
10. Good morning, good afternoon, please, may I and thank you are pleasant, polite and thoughtful ways of presenting your best self. Practice these.
11. Use the name of the person to whom you are speaking when introducing yourself and stating your reason for coming, e.g. "Good morning Mr. Smith. My name is Mary Jones. I've come to apply for the printing job you advertised".
    or "Hello Jim. May I speak with you for a few minutes?"

12. When you leave it is very good to say, "Thank you for helping me" or "Thank you for talking with me". If you feel a need to see the person again, simply ask "May I talk with you again about this matter?"

13. Making appointments is a very good practice if you need to see the person for more than five or ten minutes. Ask the secretary "May I make an appointment to see ________________________ on Tuesday at 11.30?"

14. Consider that you are learning about the world of work. On the job you will be expected to observe many rules of correct etiquette with your boss, your co-workers and with the people your place of work serves.

2. Job Interview

Sequence

1. Ring secretary and make appointment.
2. Enter office - approach secretary.
3. State name, appointment date and person with whom interview arranged.
4. Wait in foyer till called - sitting behaviour, smoking.
5. Enter employer's office - shake hands, stand tall, eye contact, smile, good morning/afternoon, introduce self.
6. State reason for appointment - why you have come, what you would like to do or ask if there are vacancies.
7. Maintain conversation with employer. Answer questions appropriately, seek further information about the job.
8. Wait for employer to indicate interview completed.
9. Thank employer for time and helpfulness.
10. Clarify arrangements for notification or work arrangements.
11. Terminate interview and leave, shaking hands, smiling or other gestures may be appropriate.

Methods

Instruct by explanation, modeling behaviour rehearsal for each step until high level of competence in each portion.

Combine steps by roleplay situations and roleplay reversals - to be videotaped for monitoring and feedback to trainees.

Group discussion and evaluation of performance followed by further roleplays and evaluation.

SOCIAL SKILLS PROGRAM

WEEK IV

SOCIAL INTERACTION SKILLS - ENCOUNTER SKILLS

Objectives

1. To reduce anxiety in interaction situations.
2. Develop interaction skills of initiating social contacts.
3. Develop interaction skills of maintaining social contacts.
4. Develop skills in terminating social interactions

SESSIONS	
XVI	Initiation of Encounters formal to informal structure, same sex, opposite sex.
XVII	Maintenance of Encounters, same sex, opposite sex.
XVIII	Terminating Interactions
XIX	Initiating maintaining and terminating encounters same and opposite sex interactions. Conflict, Criticism, Frustration.
XX	Review Summary and Rehearsal of skills acquired during program.

SOCIAL SKILLS PROGRAM

SESSION XVI INITIATING ENCOUNTERS

Objective: To attain a high level of proficiency in the skills of initiating encounters

- a) with members of the same sex
- b) with members of the opposite sex

SKILLS

- i) approach - relaxed, confident body language.
- ii) eye contact and smile
- iii) deliver greeting with name of individual.
- iv) handshaking, kissing or appropriate body language.
- v) beginning sentences - situation appropriate.

SITUATIONS AND PROCEDURE

1. Identify skills to be acquired and practiced until high level of proficiency attained.
2. Model skills for trainees - pointing out significant features as progress through the sequence.
3. Trainees roleplay an informal situation - passing neighbour in the street, practicing skills as outlined.
4. Feedback from group on individual performance - stress areas of positive performance.
   Indicate skills requiring further practice.
5. Roleplay, model and rehearse following situations, for both same sex, then for opposite sex.
   - a) meeting friend at football match.
   - b) meeting acquaintance on railway platform while awaiting train.
   - c) Brief encounter in supermarket with local minister.
   - d) Brief encounter on train with Doctor
   - e) Brief encounter on train with old school teacher.
   - f) Meeting friend who is in a hurry.
   - g) Meeting friend - you are in a hurry.
   - h) Introducing self to new member of the group.
   - i) Introducing self to secretary of firm when going for job interview.
   - j) Introducing self to Factory Manager when presenting for job interview.
   - k) Meeting at a party
   - l) Friend's parents

6. Using telephone to initiate interaction.
    - a) with friend
    - b) Doctor's secretary
    - c) Employer's secretary

Nonverbal Components to be aware of

- Distance/proximity
- eye contact
- facial expressions - smile, frown.
- body position - inclusiveness
    - noninclusiveness
    - body zones
    - parallel/face to face
- touching

SESSION VXII

Objective - To acquire and practice skills necessary to promote interaction maintenance.

MAINTAINING INTERACTIONS

1) Have the group divide into pairs for conversing

Stand opposite each other at a distance of about 15' and carry on a conversation. Then move in to a distance of about 4' and converse. Finally, stand very close together still conversing. Feelings, attitudes are discussed. Which is most comfortable? Why?

2) Swop Partners. Now standing at the most comfortable distance, have a conversation with your partner.

The group leader can time for two minutes, then ask everyone to stop.

3) Check to see who found this -

difficult?
easy?
OK?

Check who used any of these techniques

a) asked questions.
b) volunteered information.
c) volunteered feelings, opinions.
d) gave a compliment
e) received a compliment
f) expressed interest in what the other person was saying.
g) had good eye contact.
h) changed the topic of conversation.
i) experienced long silences

The group leader can, by listening carefully and by checking off individuals feedback about their sample conversation, determine which conversation skills to concentrate upon.

Several are suggested below, others may be found in more detail in the assertive training course.

Question and Answering

Questions can be arbitarily divided into two groups - open and closed questions.

Closed Questions are ones which only require a one word or one phrase answer, particularly a yes or no answer.

for example - Q. "Do you play golf?"
A. "Yes"

Q. "Do you like football?"
A. "No".

Q. "How old are you?"
A. "Eighteen"

Q. "Have you finished yet?"
A. "No"

Closed questions are useful when specific information is wanted, or when the questioner hasn't time to sit around and talk.

Closed questions in a conversation, however, do not tend to promote the conversation unless used sparingly. A long string of closed questions will mean the questioner quickly runs out of things to say, and long awkward silences arise.

The respondent can be coached to break out of a closed question response set by learning to volunteer information. This requires confidence on the part of the respondent, and a willingness to supply feelings, attitudes and opinions without being asked.

For example, our initial question "Do you play golf?" could be answered simply by "yes" or "no".

Alternatively, the respondent can open the conversation by supplying information about himself "yes - I play golf every Saturday with a few friends. I really enjoy our games".

The questioner has now been supplied with additional information which allows him to decide whether to continue with the subject of golf, or to change the topic and talk about something else.

Open Questions, by their very nature allow the respondent to give attitudes, opinions or feelings and to open the conversation in whichever direction the respondent wishes to go.

A few examples are "why do you like golf?"
"how do you feel about the high level of unemployed young people?"
"why would you like a job?"
"will you tell me about the camping trip you went on?"

If a trainee is using one type of question exclusively (i.e. open or closed) encourage the use of a variety of questions instead.

Where only a minimum practice is needed, divide the group into threes - one questioning, one responding, one recording the type of questions and responses. They can then change positions until all three have practiced each role.

Where intensive work is necessary, behaviour rehearsal and modelling will be required.

Answering questions

The way a person answers a question will markedly influence the conversation, not only for its content, but for its quality.

The respondent may not wish to continue the interaction. In this case clipped or closed answers will be most successful. Simple yes and no one word answers and minimum information volunteered, will quickly give the questioner the message that the interaction should terminate. Only the most persistent questioner will continue much beyond a string of monosyllabic responses. If this is the desired result - fine.

Unfortunately, many mildly intellectually handicapped adolescents have not learned answering responses other than the monosyllabic. In this case, intensive training is necessary to encourage a breakaway from the closed response to one of volunteering information, feeling or opinions.

The questioner will have to find a topic of conversation of interest to the respondent, and provide constant positive feedback when information, no matter how small, is volunteered. A one to one training situation may be necessary especially for severe cases.

Repeating Back

The technique of repeating information back to the other interactor is a valuable technique, especially for situations where it is difficult to know what to say next, or for when the individual is expressing very strong emotions. For example, an individual may state:

Person A: "I'm really anxious about going to the dentist this afternoon".

If the other interactor does not know how to respond, coach to repeat back the information given.

Person B: "You're really anxious about going to the dentist!"

The initiative is then back in A's hands - to continue giving more information or not, as desired. Meanwhile B has expressed interest by responding to A's statement.

Repeating back should not be abused by overuse, however, it is an excellent technique when in situations of grief or, as suggested, strong emotion.

Changing a Topic of Conversation

Generally, wait till the other interactor pauses and before a new sentence begins, coach to ask a question on a different topic, or introduce a new topic by a brief statement of introduction.

For example Tom is chatting about the football match on Saturday. You've already talked about it enough and want to talk about something else ... the driving lesson this afternoon, or a new picture you'd like to see.

1. Change the topic by asking a question and persuing that, e.g. "Have you seen Starwars, Tom?"
2. Change the topic by making a statement and volunteering some new information,
   e.g. "Gee, Tom, I'm really keen to see Starwars at the flicks. Are you interested in going?"

All conversation skills take practice, so allow plenty of time to practice with different people, always aiming at developing fluency, ease and confidence along with skill competence.

Short, two minute sessions with difficult group members provide a range of situations and competencies within the group, or longer sessions may be desirable and continual practice in everyday situations should be encouraged.

SOCIAL SKILLS PROGRAM

Situation

You meet again a person to whom you were introduced last week by a mutual friend. You were all at the bowling alley. You know the person also likes football and ice skating.

You would like to talk to the person again.

Go up & begin conversation

Maintain for 2 mins

Terminate making arrangements to see person again soon.

SESSION XVIII

SOCIAL SKILLS PROGRAM

TERMINATING CONVERSATIONS/ENCOUNTER

Objective To attain a high level of proficiency in the skills of terminating an encounter.

SKILLS

i) warning or indication that encounter to be terminated, e.g. "well, I must be off in a minute" etc.

ii) clarify details, arrangements, etc. if any have been made.

iii) express warmth at having interaction with person concerned, thanks for help if appropriate.

iv) if desired express wish to meet again

v) smile, eye contact.

vi) make farewell, with handshake, kiss or appropriate leaving signal.

vii) leave.

PROCEDURE AND SITUATIONS

1. Identify skills to be acquired in terminating behaviour.
2. Model skills.
3. Have trainees roleplay the informal situation of the neighbour met while shopping - terminate the interaction.
4. Provide feedback to trainees on performance both positive aspects as well as features needing extra practice.
5. Roleplay, Provide further modeling where necessary, and rehearse terminating encounter skills for following situations. Practice for both same and opposite sex.

   a) friend met at football match.

   b) acquaintance on railway platform.

   c) minister met in local supermarket.

   d) doctor met on board train.

   e) old school teacher met on train.

   f) a friend - in a hurry.

   g) friend - you are in a hurry.

   h) new group member you met.

   i) secretary who took details for job interview

   j) factory manager at conclusion of interview.

   h) people met at party

   l) parents of friends

   m) friend on telephone call

   n) doctor's secretary (telephone)

   o) employer's secretary (telephone)

SESSION XIX

INITIATING, MAINTAINING AND TERMINATING INTERACTIONS

Combining all skills in sequence, roleplay, model where necessary and rehearse encounters from first moment of initiation to the conclusion and exit.

Then try the following roleplays.

1. Your friend has asked you to go bowling. Your mother says you must stay home. You do not want to hurt your friend. Mother is standing near.
2. Some friends have asked you to go to a show. You have to ask them to wait while you check with home to be sure you're not expected home this afternoon.
3. A shy fellow worker returns after a sickness of several weeks. You want to make him/her feel at home in work again.
4. You want to help a friend who is unsure of himself and shows off and talks loud.
5. You see one person teasing another.
6. You're on the train and one member of the group is talking loudly and embarrassing you by acting silly.
7. One of the other workers is trying to boss you around too much.
8. You meet a friend after you've heard that he has said unpleasant things about you.
9. You approach a person who doesn't talk much. You want to find out about his interests and what he likes to do.
10. A person of another religion has just had a religious holiday. You want to learn about the event.
11. Two girls are talking together at a dance. You want to ask one of them to dance with you.
12. A friend takes you aside and tells you a secret so that another friend you are with can't hear.
13. Someone comes up and teases you about your clothes.
14. Two friends ask you to go out with them. You can't this time, but would like to go out with them in the future.
15. You want to get to know a girl in the factory.
16. You have just had a meal at a friend's house and want to thank
    a) parents
    b) he and his wife

17. You have been having bad headaches lately. You turn up for a doctor's appointment.

18. The foreman comes by and compliments you on your work. You respond.

19. You arrive late for work.

20. Your boss tells you how to do a new job you don't understand.

21. You need to find a place to stay closer to your work. You ring the doorbell of a hostel and the manager opens the door.

22. Your employer wants you to work overtime
    a) you would like to
    b) you have a big party planned

23. You are at a football match and find youself next to your boss from work.

24. You borrowed a record from a friend, and by accident left it in the sun so that it warped. You have to return it.

25. You pull in to a service station and buy petrol for your car. You also want to use the restrooms but can't see any evident.

SOCIAL SKILLS PROGRAM

SESSION XX

Coping with Criticism

1. Rating Scale for sensitivity and reactions to criticism
    a) from peers
    b) from supervisors

2. Discussion about choices on rating scale and behavioural response to criticism.

3. Roleplay of situations with criticism by peers, by supervisors.

4. Modeling of alternative Responses.

5. Rehearsal of alternative Responses.

General Review and Summary of course.

On the spot roleplays of any of course content.

Time for group to choose any aspect they would like to revise or bring in to sharper focus.

- changing topic of conversation
- initiating interaction with a small group of people - open group.
  closed "clique" group.
- techniques to break in

SOCIAL SKILLS PROGRAM

	Supervisors or Instructors			Workmate
A.		You see two people talking in the factory. You think they are talking about you. What would you do?		
	1.	Go up and challenge them		1
	2.	decide not to talk to them anymore		2
	3.	shrug your shoulders and ignore it		3
	4.	try to get one person by themselves to find out		4
	5.	decide they probably weren't talking about you after all		5
	6.	other		6
B.		How sensitive are you to Criticism?		
	1.	extremely sensitive		1
	2.	quite sensitive		2
	3.	somewhat sensitive		3
	4.	not sensitive		4
C.		Criticism or Scolding hurts me terribly		
	1.	agree	agree	1
	2.	disagree	disagree	2
D.		How disturbed do you feel when anyone laughs at you or blames you for something you have done wrong?		
	1.	deeply disturbed		1
	2.	fairly disturbed		2
	3.	not disturbed at all		3
E.		What do you do when someone criticises you?		
	1.	I yell back and get angry		1
	2.	I storm off (slam doors etc)		2
	3.	I sulk		3
	4.	I ignore it		4
	5.	I take it seriously and try to change		5
	6.	I go away and laugh		6

SOCIAL SKILLS PROGRAM

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RELAXATION AND BEHAVIOURAL SELF-MANAGEMENT

A structured program in relaxation and behavioural self-management was run for nine sessions, covering a five week period, with a group of ten mildly intellectually handicapped adolescents at the Granville Work Preparation Centre. The individuals concerned were simultaneously engaged upon a full-time program in social skills and social competence training at the Centre.

The program has been repeated with other groups of trainees under similar conditions and on all occasions trainees have shown gains in behavioural self-management techniques.

Program

The program utilized was by

> Mitchell, K.R. and White, R.C., *The Prevention and Self Management of Anxiety*, (*Part 1*), Sydney: Psychological Behaviour Associates Press, 1975.

This program consists of three audio cassettes with Manual and Charts for self-monitoring of anxiety and tension levels, and self-evaluation of change.

Initial fears regarding any language difficulties with the tapes for the mildly intellectually handicapped adolescent population proved unfounded as pilot runs with similar groups at the Centre proved the language could be handled adequately, especially when group discussions followed the playing of the tapes.

Charting of tension levels, and the incidence of specific problem behaviours allowed the individual to observe change and improvement, and more importantly to accept personal responsibility for changing inappropriate or problem behaviours.

Sessions were held twice a week, and trainees were encouraged to self-monitor their performance and to practice individually, apart from the group sessions.

Progression through the tape sequence may be at a slower pace than normal, depending on the group. In experimental trials at the Work Preparation Centre each tapeside except the introductory one was repeated once, and trainees appeared to have grasped and mastered the concepts involved with one repetition. Dependent upon the individual responses, however, some groups may need more repetition than this.

Pre and Post test measures of anxiety were administered in the form of a pencil and paper test, i.e. Watson and Friend's "*Social Anxiety and Distress Scale*". In many cases, it was found that individuals had initially underestimated their own anxiety and tension levels, and reactions to certain situations, so that post test scores were often higher than pre test scores. It appeared that individuals had become more aware of themselves and their own reactions throughout the program.

RELAXATION AND BEHAVIOURAL SELF-MANAGEMENT

Anxiety and tension in the work place, social anxiety and distress and fear of negative evaluation have been identified as high tension level areas for our population.

Instruction in the skills of physical, mental and differential relaxation as one method of coping with this anxiety and tension does appear to be successful.

Program Outline:

Week 1	Session I	Introductory Tape, discussion and baseline measures
	Session II	Side 2 Physical Relaxation
Week 2	Session III	Side 2 Repeated
	Session IV	Side 3 Physical Relaxation
Week 3	Session V	Side 3 Repeated
	Session VI	Mental Relaxation
Week 4	Session VII	Side 4 Repeated
	Session VIII	Side 5 Differential Relaxation
Week 5	Session IX	Side 5 Repeated

Self desensitization has been incorporated into Part II of the Work Preparation Centre Program for Behavioural Self-Management

Audio - Cassette Programs and Manuals for "The Prevention and Self-Management of Anxiety", Part I and Part II, can be obtained by ordering through the address below. The approximate cost per program is $33.00.

P.B.A.P.
60 Willoughby Street,
Kirrabilli, N.S.W., 2061.

ASSERTIVE TRAINING COURSE STAGE I

The following program consists of eight units.

Unit I has been written as a Basic Communication Unit and is viewed as prerequisite to the Assertive Training Program and to other communication programs.

Units two to seven inclusive are independent units and have been based upon the Elwyn Institute Program, but modified to meet the needs of the Work Preparation Centre client population. It is not essential to follow the units one to seven in the sequential order presented, nor is it essential to complete every unit but, instead, program objectives are to identify individual and group needs, and to gear the training program to meet these needs. The number of sessions required for each unit will also depend upon the individual needs in each group.

General Training Objectives

1. To decondition helplessness, dependency and passivity by teaching assertive roles.
2. To develop a high regard for one's personal rights and the rights of others.
3. To reduce tendencies to be acquiescent and submissive to attempts at coercion and exploitation.
4. To reduce excessive anger or anxiety.
5. To develop a wider repertoire of assertive responses in specific interpersonal situations.
6. To increase self regard and a greater degree of self directedness.

PROGRAM CONTENT

Unit I	Basics to Communication This unit is a prerequisite to the Assertive Training Program.
Unit II	Expressing Positive Feelings Utilizing roleplay situations. Parity of nonverbal and verbal components.
Unit III	Expressing Needs and Desires "Asking" Behaviour. Roleplay Modelling.
Unit IV	Initiative Encouraging and utilizing initiative. Individual exercises in social contact.

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ASSERTIVE TRAINING PROGRAM

Unit V	Expressing Anger Appropriate and Inappropriate anger identification. Roleplay situations.
Unit VI	"No" Situations Identification - behaviour rehearsal
Unit VII	Expressing Opinions Fact vs. opinion Behaviour rehearsal
Unit VIII	Asserting Yourself to Authority Figures Roleplay, Modelling

ASSERTIVE TRAINING PROGRAM

UNIT I

Group Goals

1. To gain an understanding of what is meant by assertion and submissiveness.
2. To express appropriate affect verbally.
3. To express appropriate affect non verbally.
4. To establish parity between verbal and nonverbal affect.

General Introduction

- Explanation by group leader of purposes of group (objectives)
- Practice of setting sessional goals.
- Incentive payments scheme for individual goals.
- What is "assertion"?
- What is "submissiveness"?

Lead in - Roleplay situations between group leaders, one roleplays returning an article to a shop showing firstly,

a) inappropriate submissiveness
then b) inappropriate aggression
then c) appropriate assertion

Discuss the meaning of terms and the probable results of each roleplay pointing out the causal behaviour in each.

Procedure

1. Clarify group goals for the session so that everyone knows and understands the task.
2. Individuals introduce selves to the group stating name and some facts about self, e.g. previous school and age.
   It may be necessary to model initially, and then provide graduated modelling. Reinforce any verbalization at first, and gradually shape behaviour to more appropriate introductions.
   Taperecord introductions.
3. Replay taped introductions - attending to voice quality, tone, modulation, clarity, pitch and general communication.
4. Stress key points in communicating simple facts - brevity, clarity of words and vocal quality. Give positive reinforcement wherever possible.

5. Divide group in pairs to practice necessary aspects of simple statements of fact, e.g. "My name is", "I live at", "My interests are".
6. Regroup to retape and reanalyse efforts.

   Positive feedback from group leader plus guided imitation where necessary.
7. Seek a list of expression of affect from group and write on magiboard.
8. By use of photographs, models, etc., add to and identify nonverbal expressions of these affects, e.g. joy, sadness, anger, happiness, jealousy.
9. Divide again into pairs and each pair explore the listed emotions showing appropriate nonverbal expressions.
10. When group seems clear on each emotion, add the phrase, "I feel ____(angry)____" with each emotion. Each trainee to deliver each phrase and appropriate nonverbal affect to partners until comfortable in each role.
11. Group Delivery - each pair present one specified emotion to group. Feedback.
12. General discussion about the need to match words and actions for direct communication.

    Review of session activities.

    Evaluation of goal attainment.

Homework: Individuals to practice statements of emotion with appropriate affect to each other or before mirror to achieve parity between what is said and what is acted.

ASSERTIVE TRAINING PROGRAM

UNIT II

A. Brief Review of previous session - evaluation of performance.

B. Establish Sessional Goals for Group

1. To develop assertive behaviour in situations requiring the expression of positive feelings, and to feel comfortable expressing positive feeling.
2. To achieve parity between verbal and nonverbal communication of positive feelings.

Express positive feelings - situations

a) Express thanks.
b) Give compliments
c) Receive compliments
d) Give simple apologies (for simple mistakes, errors)
e) Truth telling - without lies and excuses.

Watch for the Following Nonverbal and Verbal Components

1) Eye Contact - Aggression in both participants can be reduced by increased eye contact.

2) Posture and stance - face person to whom you are speaking.
- stand or sit up straight.
- an asymmetrical posture will be seen as more relaxed, less tense and anxious than a symmetrical posture.

3) Distance - one and a half to three feet is generally the most comfortable.
- closer will be perceived as aggressive or uncomfortable.
- further distance perceived as passive.

4) Latency - long latency will be perceived as passive.
- very short latency perceived as aggressive.
- if prolonged latency is a problem - coach for fillins, e.g. "that surprises me".
"let me think about that a minute"

5) Loudness - too low a volume - passive
- too loud a volume - aggressive
train for appropriate volume - use tape recorder, etc., to help trainee learn self monitoring.

6) Affect - flattened affect does not communicate any feeling to other interactors and is generally perceived as passive.

7) Facial Expression - pleasant facial expression, e.g. smiles, nose, eyebrows, mouth, angle of head.

ASSERTIVE TRAINING PROGRAM

The following Procedures have been taken from The Elwyn Institute Personal Adjustment Training Manual, Volume 2.
Minor adaptations have been made to suit the material to an Australian population and with relevance to the Work Preparation Centre population.

PROCEDURE

a) EXPRESSING POSITIVE FEELINGS

Leaders should demonstrate that appropriate assertiveness helps to make things as pleasant as possible.

A. Expressing thanks to someone

Points to Group Leaders

It is important to express appreciation without having to be prompted to do so. This encourages friendly and pleasant interactions.

Materials: a) Videotape equipment or, where unavailable,
b) Mirrors large enough to allow Trainees to see their faces clearly.

Procedures

Video close up facials of each Trainee can be taken and replayed for feedback. Alternatively, each Trainee is given a mirror to see his facial expression (for feedback of the facial component of communication), and one of the following phrases for individual practice:

(1) Thanks a lot for inviting me to dinner.
(2) Thank you so much for the gift. I really like it.
(3) It was very nice of you to send me a card for my birthday. Thank you.
(4) Thank you for giving me a lift home. I would have been soaked if I had to walk in the rain.
(5) Thank you for lending me a dollar. I forgot to bring money for lunch. I'll pay you back tomorrow.
(6) I really had a nice afternoon. I'm so glad you were able to come with me to the movie.
(7) I had so much fun at the park today. Let's go again soon.

Discussion with Trainees

Showing and saying that we have enjoyed or appreciated something makes another person feel good about the situation. All of us like to feel that our efforts to help others are appreciated. By the same token, if we do not express thanks when we should, others will not know how we feel. Discussion can centre around such questions as:

- By showing you enjoyed or appreciated something, is it more likely to happen again?
- What's the difference between saying that you enjoyed or appreciated something and saying nothing at all?
- What's the difference between expressing enjoyment with your voice and the way you look and with just a flat, monotonous voice and no expression on your face?

B. Giving and receiving compliments

Points to Group Leaders

One should not become embarrassed when complimented by others. To belittle such praise is to say, "I'm really no good, and you're wrong. I didn't do as well as you say I did". People usually don't give compliments unless they mean them.

The Why and the How of complimenting:

(a) It establishes rapport between people.

(b) It acknowledges accomplishment (for example, a job well done).

(c) Give compliments only when you mean them.

(d) If you compliment everything, people won't believe you are sincere.

(e) It's just as important to know how to take a compliment as it is to know how to give one.

Procedures

Group leaders should illustrate the wrong way to respond to a compliment, e.g.

"That's a nice dress you're wearing today"
"It's nothing. Just an old thing".

The leader then asks each Trainee to comment on the appropriateness of the response and to suggest a better response.

(1) Practice - go around the room giving each other compliments and responding appropriately to them without embarrassment or belittlement.

(2) Divide the group into pairs and provide index cards with the following examples for practice in giving and receiving compliments.

  (a) "That's a very pretty dress".

  (b) You were good in the footy game on Saturday.

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(c) "Is that a new scarf? It's very nice".

(d) "You played a great game of pool the other day. You really knocked those balls in the pockets".

(e) "Is that a new hairstyle? It looks really nice".

(f) "I heard you got a new job. Congratulations! Good luck with it".

(g) "You did a great job in the talent show last night. You really sing well".

Discussion with Trainees

Sometimes hearing a sincere compliment about something "makes your whole day". Getting and giving sincere compliments makes people feel good inside. Almost everyone enjoys being with people who are enough aware of others to find something nice to say.

Points to Group Leaders

Sometimes we make careless errors for which we should apologize. In apologizing, we show consideration for the other person and his feelings. This is very important, for we would like the same consideration for ourselves. If we don't want to be abused or taken advantage of, then we must not abuse or take advantage of other people. Simple mistakes require simple apologies. Elaborate apologies are unwarranted and inappropriate. Examples of simple apologies include: "Excuse me", "Pardon me" or "I beg your pardon" and "I'm sorry". Long, involved explanations should be discouraged and replaced by such simple apologies.

Procedures

Leaders should ask Trainees to demonstrate and role-play the following incidents with simple appropriate apologies, such as "excuse me" or I'm sorry":

(a) Accidentally bumping into someone or stepping on someone's foot.

(b) Making a disturbing noise accidentally (sneezing, dropping something, shouting when someone is speaking or trying to concentrate).

(c) Arriving five minutes late for an appointment.

(d) Arriving late to work one morning.

D. Mistakes requiring a more elaborate apology.

Points to Group Leaders

Sometimes we make mistakes that are more serious because of the trouble they cause others. If a person is responsible for such an error, a more elaborate apology is needed. You must point out what it was that you did wrong, tell the truth, apologize, and indicate that you will make up for it. Everyone has made mistakes and most people will understand and admire you for telling the truth instead of making up excuses or lies.

Procedures

Ask Trainees to roleplay the following situations:

(1) You borrow a record from a friend and lose it. You have lost someone else's property. This requires a real apology, more than "pardon me", or "I'm sorry", and it requires action too, i.e. replacing the record, if at all possible.

(2) Imagine that you have an appointment and that you are an hour late because you were watching a TV program. It was your fault because you chose to watch TV and kept someone waiting. You must point out that it is your fault and indicate that you wish to make up for it.

(3) You could be late unavoidably. For instance, your roommate got very ill and because you had to help her (him), you are very late. Therefore, your explanation should excuse your lateness.
Remember, the crucial element is how much of the situation is your fault. (For clarity Leaders should model/roleplay this variation).

(4) You were watching a TV program with a friend. You did not know that your friend wanted to watch another show. After the program was over, he said,
"Oh, shucks. I wanted to watch another show". Is this your fault? No! He did not tell you this and, therefore, the situation is not your fault. You can say you're sorry he missed it, but it is not necessary for you to make a big apology because it is not your fault.

(5) You made a mistake while using one of the factory machines and now there are a number of expensive rejects and production is behind schedule. You must explain the fault to the supervisor, apologise and offer to make up for it - possibly by working overtime.

Roleplay and expand the following situations within the group:

(6) Trainee X accidentally stumbles against Trainee Y: X apologises appropriately to Y.

(7) X promised to meet Y somewhere but X forgot about it and didn't show up. The next day, Y says to X: "Where were you?" X now applogises appropriately.

Discussion with Trainees

Group discussion should focus on: deciding when an apology is necessary, which mistakes need simple apologies, and which need longer explanations.

Group: Evaluates Goal Attainment for Session - Individual daily goals may be set for Trainees who have particular difficulty in this area.

UNIT III

Expressing Needs and Desires

Group Goals

1. To develop appropriate assertive behaviour in "asking" situations.
2. To reduce dependency and encourage self directedness.
3. To develop awareness of one's rights and rights of others in asking situations.

"Asking Situations" for Roleplay, Modelling, Rehearsal.

a) **Directions**, e.g. P.O., Railway Station, Bank, etc.
b) **Assistance**, e.g. shopping for article, carrying heavy load, unsure of way, seeking medical assistance.
c) **Appointments**, e.g. Doctor, Dentist, Hairdresser, dress fitting, job interview.
d) **Service** - in restaurant - menu, clean fork, sugar, meat well done;
garage - car service.
e) **Clarification of Information**
- of directions for (a)
- instructions from supervisor
- appointment date, time.
- service information

Verbal Goals - suitable loudness, pitch, tone and clarity latency.

Nonverbal Goals - suitable posture, eye contact, gesture, distance, affect.

PROCEDURE

a) EXPRESSING NEEDS AND DESIRES

Points to Group Leaders

Our voices are communicative tools and it's our responsibility to use them in order to let people know how we feel, what we want, what we need. We can't expect people to guess these things, so if we don't say them we will be disappointed because of our own behaviour. In order to let people know what we want and need, we must gain their attention and tell them. People who never express their needs and wants are frustrated and unhappy. There are three kinds of needs: a) desires or things which we would like - a new TV set, a car; b) things to which we are entitled - such as pay for a job; and c) things we require - food, water, warmth, shelter and safety.

Procedures

Leaders ask Trainees to roleplay the following situations:

(1) Suppose you have a pain which requires medical attention. Unless you tell someone that you hurt, you may go on suffering because no one else knows that you are in pain.

(2) If you are lost someplace, unless you ask for directions, no one will help you. How is someone else to know that you are lost? Ask someone for directions. Policemen, mailmen, shop owners and service station attendants are all people who you can be sure will be able to help you. If you are on a crowded street, you might also ask a stranger, "Excuse me, sir, could you tell me where to find the ___________?"

(3) When you go to get a haircut, only you know how long or short you would like your hair to be cut. It's up to you to tell the barber or hairdresser how you would like it cut.

(4) If you are in a shop and would like help in selecting an item, you must ask a salesperson to help you. You can usually recognize a salesperson by a uniform or a badge or a pin that he or she is wearing. Unless you ask for help, how is anyone to know that you need assistance?

(5) If you are speaking with a friend, relative, or anyone else, and you do not fully understand what he says, it is your responsibility to ask for help in clarifying what he has said. Unless you tell him that you are confused, there is no reason for the other person to explain or repeat what he has said.

(6) Often we are in a position where we need help in performing a task. This could be a task on a job, in our homes, or with friends. People are usually happy to help, but there are right and wrong ways of asking for help. Certainly, if you say, "Hey, buddy, get off your chair and help me do this", no one will be happy to help. If you ask politely, though, most people will be willing to lend a hand.

(7) If you are in a restaurant, it is up to you to tell the waitress or waiter if you like your meat well done or rare. If you do not state this, you may get food prepared in a way that you do not like.

(8) Suppose you want to attract a waiter's attention in order to tell him that he didn't bring your salt. Certainly you do not scream out in a restaurant. How do you attract a waiter's or waitress' attention?

a) Signal with your hand when you catch his eye.
b) Make an attention-getting sound, e.g. "ahem".
c) If the waiter or waitress is fairly near to you, call our "sir", or "Ma'am", or their name. You could also say, "excuse me".
d) If these don't work, and you really want something, you might even get up and tap the waiter on the shoulder, saying, "Excuse me, sir, but could I please have the salt?"

Discussion with Trainees

Do not be ashamed or embarrased about asking for help. Everyone needs help sometimes. It is not a sign of weakness or inferiority. Most people are more than willing to offer assistance if you ask nicely.

Discuss the rights of requesting help, and other responses.

Once request for aid/help has been delivered -

Coach a) coping with acceptance and delivery of help, e.g. thanking.
b) coping with refusal to help (refusal is tolerable) - acceptance, requesting another if appropriate.

Evaluate roleplays and achievement of sessional goals.

Group Goal - encourage trainees to practice "asking" behaviour in the community - i.e. at least once on the way home, and report incidence to group next session, reporting what sort of response was gained, was the required information given, how the trainee felt, etc. If trainees have reluctance in deciding what sort of question or help to ask for as practice, other group members may like to make suggestions.

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ASSERTIVE TRAINING PROGRAM

UNIT IV

Developing Initiative and Assertiveness

Group Goals 1

1. To develop initiative so that trainees can plan, suggest and implement simple social contacts with confidence.
2. To encourage initiative and planning so that trainees can become actively engaged in social contacts.
3. Develop appropriate assertiveness in "unjust" situations.

B. Initiative

Points to Group Leaders

Initiative refers to the ability to assert oneself appropriately in everyday social situations. Because of limited social experience, trainees frequently do not know how to initiate, plan, and implement a simple social contact either with a friend or with a group. Therefore, when they move into more independent living arrangement, their lives frequently lack companionship and constructive leisure time activity.

The goal of this unit is to help trainees with the fundamentals of such things as:

(a) How to initiate a social activity (e.g. going to a movie, a bike ride with a friend).

(b) Use of the telephone (including good telephone manners, pleasant small talk).

(c) How to plan and make arrangements for a particular social outing which requires obtaining tickets in advance.

Procedures

Leaders should ask trainees to roleplay the following situations:

(1) You feel like going for a bike ride on a Sunday afternoon. Suggest this to a friend or a group of friends.

(2) You feel like going to the movies. No one else in the group has suggested it. Take the initiative and say that you would like to go to the movies and ask if anyone wants to join you.

(3) You are with a group of friends taking a ride. You're very hungry. Suggest that you go somewhere to eat.

(4) You are sitting with a group of friends at a party, but no one is talking very much. Someone has to start the conversation. Start the conversation with a topic of general interest.

(5) You and a friend are watching TV. There is a special show on another channel that you would like to watch. Explain this to your friend.

(6) Telephone a friend you haven't seen for a few days (weeks) and ask him/her to go to a movie.

(7) Have each Trainee choose an event that requires planning:
  - choosing a movie from newspaper.
  - finding out how much money is necessary for tickets.
  - choosing a date.
  - obtaining the tickets (by mail, from a box window,etc)

(8) Distribute cards with a place or event and time written on each. Have Trainees roleplay asking someone to accompany them. Possible places to use: restaurants, movies, concerts, bowling, sporting events, parks, shopping, etc.

Discussion with Trainees

The discussion should cover basic principles illustrated. For example:

(1) The importance of not being afraid to be the first person to suggest an activity.

(2) Expressing a preference (as in choice of movie, TV show), a need, hunger.

(3) The greater choice of things to do and enjoy when one knows how to plan and extend an invitation to friends.

Group Goals II

1. To develop initiative by planning and implementing simple social contacts with a friend or group.

Divide goal into a hierarchy of steps and set realistic goals for each step.

Heirarchy

1. Decide upon social activity.
2. Decide basic arrangements, e.g. date, time, place of meeting.
3. Develop telephone skills to ring and convey plan to friend.
4. On telephone, negotiate arrangements to everyone's satisfaction.
5. Implement the social activity.
6. Individuals feedback to the group their opinion of the success of the arrangements and feelings about the outing. Also the value of the training and further needs.

III Develop appropriate assertive behaviour in situations where we consider treatment has been unfair or unjust.

Points to Group Leaders

There are many times in our lives when we believe we have been treated unfairly or unjustly. Trainees help in learning how to handle these situations. Leaders should explain that we feel dissatisfied and unhappy if we do not assert ourselves at certain times. In those situations in which a person deserves or has earned something, and it is held back, he must ask that it be given to him. For instance, if a Trainee has just finished a job for which he was to be paid upon completion, then it's up to Trainee to ask for the money. In this instance, it is worth every bit of effort to stand up and demand what is right. This refers not only to money, but to possessions and time as well. If a Trainee does not try to get what belongs to him he is a "loser" - in the actual loss of what he has earned and in the loss of respect he feels for himself. In other situations, what has been lost may not be quite as clear. "Loser" situations also include those times when we are put down, teased, or when others are rude. In these situations, there may be a loss of self-esteem.

Procedures

Leaders should ask Trainees to role-play the following situations:

(1) You're working on a job and it's time for you to get a raise. Your boss just happened to forget. Ask for the raise which you have earned.

(2) Someone has blamed or accused you unfairly. He had accused you of something you did not do, and is going to punish you in some way for it. Unless you speak up and say that it was not your fault, you will be punished for something you did not do. Speak up.

(3) Your boss is blaming you for something which you did not do. He says that you will be fired. Stand up for yourself; tell him that it was not you who was at fault.

(4) Someone borrows money from you and is supposed to pay you back the next day. He uses the money instead to buy something for himself. You are broke and need your money. Tell him.

(5) You are short-changed in a store. Ask for the correct change.

(6) You are waiting in line in a restaurant. You are the next person in line, but the manager keeps giving tables to people

behind you. Speak up. Tell him that you are next in line for a table.

(7) You see an ad in the newspaper that a record is on sale for three dollars. When you get to the store, the man charges you six dollars. Tell him that you saw the ad and intend to pay only the lower advertised price.

(8) Someone borrows something from you and returns it broken or damaged. Ask him to repair or replace it.

(9) You have an appointment with someone and he does not show up. You have waited for two hours. You see him the next day. Tell him that he broke the appointment and that you were standing and waiting, and that your time was wasted. (Trainees should interchange roles of victim and offender).

(10) You're in a store and you ask the salesgirl for help and she says, "One moment please". When she finishes talking to the customer, she goes up to another customer, who came in after you. Call the salesgirl's attention; tell her that you are next in line waiting for service.

(11) You bought a ticket for a concert. You bought the most expensive ticket so that you could sit in the front. When you got to the auditorium, someone else is sitting in your seat. Tell him that it is your seat, and ask him to move.

(12) You buy something and discover it is broken after you take it home. Return it to the store and tell the salesperson that you were given broken merchandise.

(13) You are in a restaurant and the waiter brings you the wrong order. Remind him of your order and ask him to give you what you have ordered.

Leader should explain that some situations involve just plain rudeness and lack of consideration on the part of other people. These are "loser" situations in that, although there is no material loss, you have lost personally. Such situations can be very annoying. In these cases, you have the right to let the person know that you are annoyed. Sometimes he is not even aware that he is bothering you, so that simply telling him is often enough to make him stop. Asking in a polite manner is usually sufficient. This means not raising your voice or shouting. If the rude person does not listen, try asking again in the same polite tone. Even though your voice is polite, it should be serious and firm so that the person knows that you mean what you are saying. There is no reason to sit and suffer without saying anything.

Leader then asks Trainees to respond to the following situation: Some co-workers on the job tease you every day. For a while you ignore it, but then you ask them nicely to stop. Suppose they do not stop. What alternatives are there?

Discussions with Trainees

In all "loser" situations you should speak up and assert yourself. When you do not get what you deserve or have earned, you lose self-respect and feel bad inside. Just because you may be afraid to speak up, you come out in the "minus column". This is why it is important for you to know how to take care of yourself - to insure that you get what you, as an individual, deserve.

Leaders should discuss name-calling. Leaders ask Trainees if they have ever been called "retards", "dummy", or "stupid", and asks how it feels to be called such names. A very sensitive, yet firm, explanation should emphasize the following points:

(1) Trainees name is not "stupid" or "dummy". Neither is his identity. Each Trainee is a person and has a name.

(2) Some people think that teasing is fun, but they don't realize how they might hurt someone else's feelings.

(3) Trainees should not allow people to have fun at their expense.

(4) Retaliating with derogatory names only serves to start a contest of name-calling.

(5) Trainee should think of himself as a person with a name and respond as such. (e.g. "I'm a person; my name is ____________")

UNIT V

Expressing Anger

Group Goals

1. Identify situations where it would be appropriate to express anger.
2. Identify situations where it would be inappropriate to express anger.
3. Develop assertive techniques for expressing appropriate anger where necessary.

Points to Group Leaders

Anger is a normal reaction to frustration. However, it is important to distinguish between feeling anger and expressing that anger. There are very few situations in which it is appropriate to express anger physically. We do not go around beating up or hitting people because we are mad. The only time physical expression of anger would be appropriate is in self-defense. That means, if someone should physically attack you and you cannot get away, you must strike back. Expressing anger also does not mean throwing a temper tantrum like a small child who may scream, cry, kick or throw and break things. It is possible to express anger in a non-destructive way.

You must always consider the consequences of expressing anger. Is it worth it? Will you create a scene that will be more bothersome than your original annoyance? Are you going to gain anything by expressing anger? Sometimes we have to accept the fact that anger will not change the situation. Then, as difficult as it may be, it is better to remain silent.

Utilize Videotape for roleplay situations and provide feedback on performance especially in regard to the disparity of verbal and non-verbal communication.

Procedures

Leaders should ask Trainees to react to the folllowing situations:

(1) You're walking home and some little kids start throwing stones at you.

(2) It's 12.00 p.m. and you're trying to sleep. The person next door is playing his radio so loudly you can't sleep.

(3) You're on a bus and you see an empty seat. You start walking toward it, but someone cuts you off and grabs the seat.

(4) You're sitting in a restaurant and there are many empty seats. The man next to you is blowing smoke in your face. Show two ways of handling this situation.

(5) You're standing in line to see a movie. Someone cuts in front of you.

(6) Let's get back to that noisy neighbour. What if you asked him politely to lower his radio and he refused?

(7) Your work is criticized as poor and too slow. You know this is because another worker on the production line is not feeding you the necessary materials.

Discussion with Trainees

Remember, anger is a natural emotion. You have a right to get angry and you must not feel guilty about being angry. It is difficult to express anger in a manner which will best help you. Unless an expression of anger has a good chance to change things, sometimes we must remain silent.

Do not use anger simply as a means of revenge. It is also important not to take out personal anger because your boss gave you a hard time, you shouldn't go home and take it out on your friends or family.

Further Roleplays

Also - Taxi hailing.
- Queue jumping
- Called "retarded" or derogatory names

GROUP TO EVALUATE ATTAINMENTS OF SESSIONAL GOALS

UNIT VI

"No" Situations

Group Goals

1. To identify situations where we should say "No".
2. To develop assertive techniques to enable us to say "no" when we should say "No".

Behaviour Rehearsal Techniques

"No" Situations include salesmen; drug pushers; pickups; unreasonable demands/refusals; money lending - refusals; name signing.

Points to Group Leaders

There are times when we all must know how and when to say "no". "No" situations are those in which someone is trying to get us to do something which we should not or do not want to do. In these situations, saying "Yes" could actually be harmful to ourselves, whereas saying "No" would be beneficial.

Examples:

(a) Salesman in stores.
(b) "Dope" or drug pushers.
(c) Men or women trying to "pick you up" on the street.
(e) Door-to-door salesmen.
(e) Unreasonable demands (employer, peers, relatives).
(f) Money lending
* (g) Blind name signing, especially legal forms or documents, hire purchase, etc.

The important thing is that you must always think about the possible consequences; you must do the best thing for yourself.

Procedures

Role-play the following:

(1) You are in a store and the salesman is very persistent in getting you to buy a hairdryer. You don't need a hairdryer. Say, "No".
(2) You meet a friend who says he has some great "stuff" which will make you feel great. Say, "No".
(3) You are going away for the weekend and your boss asks you to work late Friday night. He has done this twice before. Say, "No".

(4) Your friend needs a place to stay because he was thrown out of his apartment. He promises to find another place to live the next day, but doesn't even try. After a week, your friend is still in your apartment. Ask him to leave.

(5) A friend asks you to do his washing for him because he wants to watch TV. Say, "No".

(6) A strange person approaches you and offers to buy dinner or a drink. Say, "No".

(7) A salesman comes to your door to sell you encyclopedias. You don't need an encyclopedia. He is very persistent. Say, "No".

(8) Your friend asks to borrow $5. Last time he borrowed money he waited three weeks to pay you back. Say, "No".

(9) You are asked by a stranger to "just sign your name" and you can win a free TV. You don't know how to read the paper he gives you to sign. Say, "No".

(10) Your friends want to go out and get drunk to have some fun. Drinking is expensive and you always get sick after you drink. Say, "No".

(11) Your friends want to steal a car just for the "fun of it". They try to persuade you to join in. Say, "No".

Discussion with Trainees

Let's go back and try to understand the situations we tried out:

(a) Salesmen: Oftentimes we find salesmen in stores to be very insistent and demanding. Their job is to try to sell something. You must be able to say "No" and walk away from a salesman when he continues to try to sell you something that you do not want or need. If you do not say "No", you will spend money on things that you do not want or need and have no money left for things which you do want or need.

(b) Dope or Drug Pushers, Pills: Pills and medicine are powerful and can be very dangerous. You do not take pills or any kind of drugs from anyone but a doctor. Even if you know the person or if he is your friend, do not take any sort of druge or medicine from him.

(c) Unreasonable demands:

(1) Employer: You should not always change your plans just because you are afraid you'll be fired. The same thing is true when your boss asks you to stay late every day without extra pay. If you do not refuse, he will continue to do it and you will be the one to suffer.

(2) Peers and Family: Suppose your friend is out of work and he has no money to pay the rent. It's all right if he stays at your apartment for a few days until he can find work. What if he moved in for weeks or months, though, and does not pay for anything? This means that you are supporting him. You are paying for his rent and food. You should be working for yourself, not for him. You must be able to tell him that he can no longer take advantage of you. What if a friend asks you to do his laundry, just because he doesn't want to do it himself? This involves a lot of work on your part and you have your own laundry to do. You should say "No" because this is an unreasonable request. If you say "Yes", he will probably ask you to do it again the next time. (It's different if your friend is sick or really unable to do something).

(d) Pick-ups: A girl walking down the street may be approached by a stranger who offers her a ride, a free drink, or a meal. You must not go with strangers you meet in the street. If you get into their car, you are no longer in control of where you are going. The same thing holds true if you meet a person in the street or anywhere else and you hardly know him, and he invites you up to his apartment. You should not go, no matter what he says or how harmless he seems. (e.g. "I just want to show you my apartment", or "Let's go for a drink and dinner and then I'll take you right home").

(e) Door-to-door salesmen: Many companies sell their products by sending people to your home. You must be able to say "No" when the man tries to sell you something that you do not need. He may sound very honest and convincing in order to make you buy his product. For instance, he might say,"For only ten dollars down you can have a colour TV". This means that you give him ten dollars now, but you will be billed every single week or month. If you cannot afford the item or do not need it, say "No" (e.g. magazines, clothing, appliances, etc.).

(f) Money Lending: You must be able to say "No" to friends or relatives who ask to borrow money when they are slow to or do not pay you back. You work very hard for your money. You do not work to support someone else. (e.g. "Aw, c'mon, I'll pay you back tomorrow, please").

(g) Name Signing: You should never sign your name to anything that you do not understand completely. You should read the paper before you sign it. If you do not understand what you have read, you should take it to a friend, relative, or lawyer who will be able to explain it to you. Once you are eighteen years old, you are responsible for everything to which you sign your name.

(h) Saying "No" to the Group: It is sometimes hard to say "No" to a whole group of friends who say something will be "fun". It's especially hard if they harass you by calling you a "baby", "sissy", or "spoilsport". For instance, those friends who want to steal a car sound convincing, but you must be able to say "No". You must think of the personal consequences - will you get hurt? You certainly will not hurt the group by saying "No" - you will hurt yourself if you steal a car. You can get into serious trouble. You must always think of YOU first.

YOU HAVE EVERY RIGHT TO REFUSE SOMEONE WHO IS TRYING TO TAKE ADVANTAGE OF YOU OR WHO IS TRYING TO GET YOU TO DO SOMETHING THAT YOU DO NOT WANT TO DO. SAY NO!!!

What if you don't say"No" If you do not know how to say "No", you are the loser, and the following things might happen:

(a) You will spend more money than you have and then be in debt.
(b) You will work without being paid.
(c) You will be working for other people, doing things that they should be doing for themselves.
(d) You will buy things you don't want or need.
(e) You will find that "free offers" are not free after all, and cost you money in the end.
(f) You could end up in a strange place with a strange person and not know how to get out or how to get home.
(g) You could sign your name, thereby agreeing to do or buy something which you can't afford.
(h) By being afraid to say "No" to something you know is wrong, you could get into serious trouble with the law.

Discussion with Trainees

It's all very well to talk about these siguations and say what we might or might not do.

Let's look at whether we do act as we should.

Before the program began, each person was asked to sign a form. Everyone signed. No one asked what the form was about, why they had to sign or what it would mean.

Take a look now at what was signed.

Each person has signed that they will pay $2.00 per week to the Centre for as long as that person lives.

a) Discuss what this means - the implications and the dangers of what has been signed albeit unknowingly. What are the legal implications?

b) Discuss ways of dealing with this situation.

c) Try roleplaying the situation again - this time saying "No" and meaning it.

d) Try roleplaying solutions to the problem.

UNIT VII

Expressing Opinions

Group Goals

1. Distinguish facts from opinion.
2. Identify when and how to express an opinion.
3. Cope with differing opinions.
4. Use assertive techniques to deliver your opinion where it is your right and your desire, rather than remain submissive and passive.

Points to Group Leaders

It is important for Trainees to understand what an opinion is and how and when to express an opinion. This unit is based on the following concepts:

(a) An opinion is "what one thinks" about something. (A fact is a statement that is true).

(b) In order to give an opinion, one must know something about the matter discussed. We acquire opinions through personal experiences, talking to people, watching TV and reading. If you don't know anything about a topic, there is nothing wrong with saying, "I don't know anything about that. Tell me about it, please".

(c) Sometimes your opinion won't be asked for when another opinion is stated. When asked, everyone has a right to agree or disagree with the opinion expressed by someone else.

(d) It is important to learn how to express an opinion in an agreeable manner, especially if it is a dissenting view.

(e) Just as you occasionally disagree with others' opinions, you cannot expect everyone else to agree with your own opinions. Therefore, when someone disagrees with you, it does not mean that he does not like you or that he thinks you're stupid. He merely thinks differently about something. You should not become angry or hurt if someone disagrees with you.

Procedures

Group Leaders ask Trainees to give an opinion (what they think) about the following:

(1) The age at which people should be allowed to drive a car.

(2) Should everyone go to school.

(3) Your favourite colour.

(4) Your favourite food.
(5) Your favourite season.
(6) Your favourite hobby or sport
(7) A movie you saw.
(8) A TV program you watched.

If Trainees have difficulty at first, the Choices Game can be used to force each person to make a decision. Opinions can be tapped by movement to one corner of the room, when making a choice between, for example, different TV shows, as favourite TV shows. Trainees can then be encouraged to explain why such choices were made - i.e. what their opinions are.

Discussion with Trainees

THERE IS NO SUCH THING AS RIGHT OR WRONG OPINIONS. AN OPINION IS ONLY WHAT YOU THINK ABOUT SOMETHING.

Remember the following:

(a) Respect and voice your own opinion when you have one.
(b) Just as you would not like your opinion to be laughed at, you should not laugh at someone else's opinion. Just as you have a right to express what you think, so do other people.
(c) You can express your opinion without insulting or making fun of the other person. No one likes to be ridiculed. Do you? If YOU don't, then there is no reason for you to do the same to other people. You can disagree and express your opinions without being rude.
(d) Being polite also means allowing the person to finish speaking before you state your opinion. It is just as rude to interrupt a person with your opinion as it is to scream or insult them. Just as you have a right to express your opinion and say what is on your mind, so does the other person.
(e) You should not agree or disagree unless you really have definite thoughts about the subject. Topics such as current events require that you know some facts.
(f) You must think about the person with whom you are disagreeing. For instance, your boss probably knows more about the company than you do. Unless you know something which he does not know, you should not disagree with him.

(g) It is rude to interrupt a speaker when he is talking to a group. Even if you really disagree and have a different opinion, you should not disagree with a speaker who is addressing a group, for example, at a meeting, religious services or a lecture, etc.

Points to Group Leaders

Leaders should stress again how important it is to be able to disagree without rudeness. Sometimes, while talking with someone, Trainees will disagree with what is being said. This means that a Trainee's opinion is different from that of the other person. Trainees have every right to express an opinion. If another disagrees, there are three options:

(a) To remain silent.
(b) To disagree in an impolite manner (laugh,yell, make fun of the other person).
(c) To disagree in a polite, appropriate manner.

Procedures

Use a right-wrong way example. Then ask Trainees to role-play the following situations in which they must disagree:

Example: Wrong Way

Speaker: "I think that children should begin working at 12 years old".

Responder: "You're nuts! You're really stupid; that's the dumbest thing I ever heard".

How would you feel if someone said something like that to you?

Example: Right way

Speaker: "I think that children should begin working at 12 years old".

Responder: "I don't agree. Children should stay in school until they are older so they have the opportunity to learn as much as possible".

Have Trainees disagree with the following:

(1) Cigarettes should not be sold because they are bad for your health.
(2) Children should get their driver's licenses at fourteen years of age.
(3) Vanilla ice cream is better than chocolate.
(4) Summer is the best season.
(5) Boys are smarter than girls.

(6) Bike-riding is more fun than bowling.

(7) Hamburgers taste better than hot dogs.

(8) Every family should have four children.

Discussion with Trainees

Leaders should reiterate the importance of disagreeing politely and pleasantly.

UNIT VIII

A. Asserting Yourself to Authority

Group Goals

1. Identify when and why one should assert themselves to authority figures - i.e. our rights as individuals.
2. To reduce anxiety and develop appropriate techniques for assertion to authority figures.

Points to Group Leaders

It is usually very difficult for Trainees to assert themselves appropriately to a person in authority for fear of being punished of getting into trouble.

Asserting oneself to someone in authority means being able to ask for something which one would like or feels himself to deserve; it also means speaking up so that no one takes advantage of you.

If we assert ourselves politely, without raising our voices or being insulting, we will not be punished for asking for something. Usually, if we are polite, at worst, our request will be denied. What will probably happen though: There is a good chance that we will get what we have asked for.

One thing is certain: If we don't ask, we're sure not to get what we want. So it's worth a try. Request, POLITELY.

Procedures

Trainees are asked to role-play the following situations:

(1) You have made plans to go away for the weekend. Friday afternoon your boss asks you to work late that night; this would mean changing all your arrangements. Say "No".

(2) You have no heat in your apartment. Tell your landlady that you insist on having heat immediately.

(3) You bought a sweater but, when you returned home, you realized that you didn't really need it. Tell the sales manager that you wish to return the sweater you bought.

(4) You need the help of the police. Practice the following:
    (a) Going to the police because you saw an accident.
    (b) Going to the police because you saw a crime.
    (c) Calling the police because your house was robbed.

(5) You have to make a report to the factory manager on heating problems in your work area.

4. What would you do if ... test.

(1) A stranger stops and asks you for money.

(2) A stranger comes to your house and asks you to sign something that you cannot read or understand.

(3) You are "short changed" or cheated by the cashier in a restaurant.

(4) Someone bumps you on the street and doesn't even apologise.

(5) A careless waiter spills soup all over you in a restaurant.

(6) Somebody calls you "retarded".

(7) You are at a dance and you see a boy (girl) you would very much like to meet.

(8) Someone you know offers you a pill and you're not sure what it is.

(9) You see someone walking off with your coat in a restaurant.

(10) You are with a group of friends. They all decide to see a movie which you have already seen and you would prefer to see a different one.

(11) You find that an examination you took was incorrectly graded giving you a lower grade than you really deserve.

(12) Somebody tries to steal your girlfriend (boyfriend).

(13) Your boss blames you for something which wasn't your fault.

(14) An item you saw advertised in the newpaper for $5.00 at a nearby department store is selling for $6.00 when you try to buy it.

(15) A friend wants to borrow your best sweater. The last time he borrowed something from you he returned it torn and dirty.

(16) A prize is to be given for someone writing the best story. You would really like to win the prize, but you know you are not too good at story writing.

ACQUIESCENCE FORM

The Acquiescence Form was presented individually to trainees as a pre and post test measure for the Assertive Training Program.

Trainees on entry to the Centre were asked to sign a form - no explanation was given as to its content, purpose or implications.

A rating of one through five was assigned to trainees' responses to the form signing task, as follows:

INSTRUCTOR
"I have a form here which I need you to sign - could you sign it for me please ______________________?"

Rate: 5 Refuses to sign. Trainee read or had form explained and was not satisfied the form was to his/her own advantage.

4 Questions what form is, what about, why should sign - signs because authority figure says to, but reluctantly.

3 Several questions - why or what about - signs without understanding.

2 Signs - tentative enquiry - 1 or 2 questions only.

1 Signs without question or comment.

During the program the form was explained and trainees were warned they could now be asked to pay $2.00 per week, providing they had signed the form. Explanations of legal age and responsibilities were also provided, and a legal "out" was suggested for most cases who were under eighteen years.

Following the Assertive Training program an Authority Figure at the Centre again asked trainees individually to sign a form whereby the $2.00 could be collected from the pay packet.

Ratings were again assigned on the one through five scale, and differences from pre to post test measures computed for gains in assertiveness. Significant differences were found between pre and post test measures.

ASSERTIVE TRAINING PROGRAM

WORK PREPARATION CENTRE

1 COWPER STREET
GRANVILLE 2142

TEL.: 637-8788 Ext.
PLEASE QUOTE

I ____________________________, agree to pay two dollars per week IN PURSUANCE of the Proposal for this Assurance and the Personal Statement made in connection therewith which together are hereby declared to be the basis of and shall be held to form part of this Contract, and in consideration of the payment by the Assured whose name is set out in the Schedule hereto of the Premium specified in the said Schedule and on the days hereinafter specified each year during the life of the said Assured up to but not including the anniversary of the date of commencement of risk next preceding the Assured's attainment of the Premium Ceasing Age specified in the said Schedule the Centre (hereinafter called the Society) will (subject to the Conditions hereunder and any further Conditions endorsed hereon all of which shall be part of this Policy) on the death of the said Assured pay to his/her Executors, Administrators or Assigns on production of this Policy duly discharge the sum assured specified in the said Schedule. The first Premium having been paid on or before the date of this Policy subsequent Premiums shall be payable on or before each anniversaty of the date of commencement of risk specified in the said Schedule or on or before the same day (or if there be no such day on or before the last day) of each sixth calendar month or of each third calendar month or of each calendar month after the date of commencement of risk as the case may be according to the number of Premiums payable each year as shown in the said Schedule.

Signed ....

Date ....

COMMUNICATION BEHAVIOUR AND WORK ROLE DEMANDS

A SIMULATION OF AN OPERATIONAL FACTORY

Rationale:

This group exercise is used to introduce trainees into the vocational group program, which in its primary stages aims at developing awareness and understanding of:

- work role demands
- self appraisal as a worker
- on-the-job communication skills
- organisational practice in industry
- productivity and the role of the supervisor
- basic principles of problem solving

A practical means of introducing the realities of life at work and the relevance of exploring such ideas, can be achieved through the participation of trainees in simulating the development and operation of a factory.

The shared work related experiences, the frustrations of work role demands and the problem solving situations encountered in the exercise permit meaningful discussion and feedback.

The Simulation:

The simulation "Communication Behaviour and Work Role Demands" is based on 'Kingscity' designed by Fred Jandt, as described in Simulation/Gaming May/June, 1977. 'Kingscity' attempts to create an organisation with many of the sociological variables that are of concern in the study of organisational behaviour. It is structured to focus on the effects of working at repetitive and simple job tasks and the control of communication in such situations which may lead to forms of worker alienation.

Jandt's design has been modified to emphasise the communication behaviour of participants in attempting to fulfil their work roles under pressure and their response to problem solving situations.

The simulation provides for the development of an operational factory within a classroom. Participants apply for and assume positions in a simplified organisational heirarchy: management, foreman and workers. The production line is coordinated in any way management decides and the workers are allocated to a variety of jobs.

After worker training, the management group has minimal contact with the work force. The foreman then becomes the primary communication channel between management and their work force. Management is faced with the objective of running the factory at a profit level and as individuals earning as high a salary as the profit margin allows.

However, the simulation is balanced such that management must operate the factory efficiently if their enterprise is to remain solvent. There are wages, overhead costs, plant equipment and materials to be paid each session. Furthermore, they are responsible for ensuring that the factory's productivity meets contracted deadlines, otherwise they incur additional penalties or the loss of the work contracts.

Since no wage limits are set for each group, this may encourage management to attempt to reap profits at the expense of the production worker.

As the worker is unable to control his wages, or the product he creates, he may experience feelings of frustration and become remote or uninvolved in the task he performs. This may be reinforced by the fact that the jobs performed in the simulated factory are very repetitive and can become boring. This is an important fact of industry which is being modelled.

The factory converts white sheets of A4 paper into smaller size squares upon which is inscribed a simple design. The repetitive nature of the tasks, like a factory production line, may have an effect on the communication behaviour of workers. As communication channels between management and workers are restricted, it is possible that neither group will accurately perceive their respective motives and their interactions may take the form of a power struggle. The effects of misunderstandings and of communication denial upon the nature of productive activity is likely to create a variety of feelings and behaviour.

In order to review the outcome of the simulation with the participants, their productivity and communication behaviours are videotaped and chronicled during each simulation session.

In the discussions that follow, the emphasis is upon appraising the communication behaviours of the management and worker participants, which either contributed toward or obstructed the success of their factory. Each participant is expected to appraise how they fulfilled their role, and identify the attitudes, feelings and coping behaviour they communicated. The difficulties involved in organising the productive activity of others, the effects of working at repetitive but often frustrating tasks are also investigated.

Objectives:

1. to become aware of the work self that as a participant you presented to others.

2. to allow participants to feedback how they perceived one another.

3. to sensitise the participants to their own communication behaviours.

4. to identify how participants reacted in problem solving situations.

5. to describe the attitudes and communication behaviours of worker and management participants during the simulation.

6. to provide feedback about the behaviour of each participant under a stressful or frustrating situation.

7. to become aware of the dynamics involved in planning for the accomplishment of a task to be carried out by others.

7. to identify the organisational problems that were encountered in the simulation.

9. to examine the power structure evident in the simulated work environment.

10. to define the obstacles that frustrated the group from operating a successful factory.

11. to explore how hostility or frustration was expressed amongst participants during the simulation.

12. to explore what motives governed the behaviour of worker and management participants.

Group Size:

It is suggested that the group comprise 9 to 12 members. A group of 9 allows for better participation in the feedback sessions. However, a group of 12 permits more diverse worker roles in the simulation.

Time Required:

From 12 to 16 hours for optimum simulation activity and feedback sessions.

One 2-hour session is needed to set up the simulation and to allow for the allocation or selection of roles and initial planning.

Four 2-hour sessions are required for the simulation of an operational factory.

Four 1½-hour sessions or three 2-hour sessions are sufficient for a thorough evaluation of the outcome of the simulation.

Physical Setting

A room large enough to comfortably accommodate two to three tables, chairs, seven to nine production workers and video equipment. This room will serve as the factory environment during the simulation. The management group is situated in another room with access to the production room.

The management group has the responsibility for the layout and set up of the furniture in the production room.

Materials Utilized

A number of briefing sheets are used by the instructor to communicate work role expectations to the participants and provide the information required by the management group to organise the simulation.

1. General Information Sheet
2. Job Choice and Application Forms
3. Information Sheet for Workers
4. Information Sheet for Management group
5. Work Contract Forms
6. Running Expenses, Wage and Profit/Loss Balance Sheets
7. Cassette tape, recording, outlining basic training methods and principles of Method Study for the management groups planning session (optional)
   The following materials are also required:
8. A4 white paper: about 200 sheets of inexpensive A4 paper. This is the raw material that is marked out, cut and inscribed with a simple design by the factory workers to produce the finished products.
9. Scissors: three pair of scissors, as from two to three pairs are required by a factory at full production, to cut out the marked pattern from A4 paper sheets.
10. Cardboard patterns, made to the contracted size and shape, for the purpose of using it to outline or duplicate the pattern on A4 paper.
11. Straight edge rulers a) two rulers for the measurers to outline the pattern to the desired shape and size. (This method is optional and may be used in preference to providing the cardboard patterns mentioned above). b) another two rulers are necessary to provide a straight edge which are used by designers to draw the appropriate design on the cut out patterns.
12. Marking pens: three colours, two pens of each colour for drawing the specified designs.
13. Pencils: four will be needed in case of breakage, for use in outlining the contracted pattern on A4 sheets of paper.
14. Video recorder: to be used to record the productive activity of the worker group and capture the communication behaviours that occur during the simulation sessions. This will provide a direct form of visual/auditory feedback which the participants can later view.
15. An audio tape recorder and recording of distracting, monotonous factory noise. To be played at a volume that doesn't make video/sound recordings of communication between participants inaudible.
    (An audio tape recorder (optional) could also be used by the Management group to record their conferences or important communications out of the work area. These tapes can be edited by the supervisor to reflect key attitudes or decisions of the management group.
16. Tokens: one and five unit currency tokens will need to be produced to cover the range of salary payments and cash flow over four sessions of the simulation.
17. Date stamp: each session's production should be date stamped on the back of the pattern before packaging.
18. Envelopes for salary payments, and larger envelopes for storing the finished products into specified quantities.
19. Writing pad and two biros for use by management group.
20. Box for storing all equipment, materials and products after each session.

The Instructor's Role

1. The instructor initially explains to the participants the broad objectives of the simulation.

2. The instructor then interviews management applicants in a room isolated from the other group members.
He then selects management members and gives each individual a copy of the Management Information and Operational sheets.
The management objectives are presented in the form of a challenge to plan and operate a profitable factory.

3. The instructor then briefly explains to the production worker group that they are to apply for positions in the factory, prove their work ability and earn as many tokens as possible during the simulation.

4. The instructor also adopts the role of seller of raw materials and the buyer of finished products on a contract basis.
He negotiates the cost of raw materials to management and buys the finished product at a price that exercises productivity pressures, making management essential if the manufacturing enterprise is to remain solvent.
The instructor hence operates at two levels, that of establishing a competitive environment, representing real manufacturing pressures and that of motivating participants to fully adopt their respective work roles.

5. Following the appointment of production workers, the instructor sells raw material for that session and later inspects the quality of the finished product and pays for all acceptable products.

6. The simulation proceeds of its own accord, until the session appointed for the renegotiation of the contract. If the initial product quantity has not been reached, then certain penalties may be imposed. A new size, colour or designed product may be introduced and another contract negotiated with the management group.

7. It is suggested that an assistant help the instructor in video recording the developments and communication behaviour throughout the simulation and that the instructor and his assistant chronicle all these incidents throughout the simulation.

8. The instructor also keeps an independent record of production figures for the factory. This should include the finished products accepted and purchased by the supervisor, the quality of rejected products, the degree of wastage of raw materials and the efficiency of the work methods utilized.

9. Following the completion of the simulation, the instructor asks each participant to evaluate their own performance and that of the management and worker groups.

10. In the next review session, the instructor gives each participant a balance sheet specifying the financial state of the company and a list of the tokens earned by each participant.
    Members are asked to chronicle their behaviour during the first session, and then they are given the opportunity of viewing the video recording of that session and discussing the communication behaviour they observed.

11. After a couple of such sessions, the instructor and group then review the significance of the developments and outcomes experienced by each participating group.

Day One of the Simulation

The first session begins with a brief explanation of the purpose of the simulation and the distribution of two leaflets, which are read to the group.

1. General Information Sheet (with three tokens) attached.
2. Job Choice Sheet, for the use of participants interested in applying for a management position; and Job Application Forms for the use of production worker applicants.

The Job Choice Sheet lists the questions that the applicant needs to answer to gain selection to a management position. The participants interested in these positions are then interviewed by the Instructor in a separate room.

The interview begins by identifying those applicants that want the Production Manager's position and then interviewing them together. The Instructor verbally summarises each applicant's qualifications for the job and selects the Production Manager. Any unsuccessful management applicants are allowed the option of attempting to gain selection for the next management position, for which the same selection procedure is used.

This selection method is used primarily to engender a competitive spirit amongst management applicants. Preference is given to those applicants who appreciate the nature of the job and indicate a strong desire to work in that role. Approximately 25% of the total participants should be assigned to management positions.

It may be assumed that at this stage some degree of alienation may begin to develop as the management and workers groups are separated. There will probably be individuals in the remaining potential worker group who had indicated a desire to be in the management group, but were not selected.

When the members of the management group have been selected, they are each given a copy of the Information for Management sheets, samples of the finished products and one blank copy of the Contract. They are asked to decide what responsibilities each member will adopt and to organise themselves either as a corporate body for decision making or appoint a member to have overall managerial control. They are asked to estimate how many production workers are required, and what production output they anticipate from this work group over a two hour session.

This planning period is important since it will provide management with an idea of anticipated profit levels, allowing for an estimation of the salary costs they can afford to pay out each session.

After following the procedure outlined in the 'Information for Management Group' sheets, management should be ready to negotiate a contract and can then call in the Instructor who has assumed the role of the buyer and seller.

During the negotiation sessions the following items should be agreed upon:

1. The cost of each A4 sheet of raw material to be paid by the management group.
2. The price of each finished product to be paid to management, and
3. The date of a future session during which the contract can be re-negotiated.

Although this contract is negotiated between the two parties, the Instructor still maintains some degree of control over the factory's income and productivity, and indirectly the wage levels of the workers. The Instructor can do this by rejecting finished products for faulty workmanship and by changing the size, colour, design and shape of the products he will buy. The Instructor could also negotiate production deadlines and cancel or reduce the quantity of the product originally ordered, if the full quantity is not met by the agreed time.

The following figures are suggested negotiation prices:

1. Cost to management: 1 token for 5 sheets of raw materials (A4 paper)
2. Cost to buyer for finished product: 2 tokens per accepted product.

These figures are based on a pattern size that will allow workers to produce 4 squares (or 4 products) from each A4 sheet; and takes into account running expenses and the cost of plant equipment.

From an initial group of twelve, the nine potential workers that management group could hire, might be distributed as follows:-

2 measurers
1 material handler/packer
2 cutters
3 designers
1 inspector
1 foreman

While the management group were going through the process of planning their production layout and operating methods, the remaining unemployed participants were preparing for job interviews. They had completed Job Application Forms, read an information leaflet for workers and a second Instructor began tutoring the gorup in job interview and presentation skills.

The physical distance between the two groups is now operative. The separate room allocated to the management group should be a reasonable distance from the factory room, to simulate the physical distance that ordinarily exists between management and workers.

By the end of the first session, the management group should have sufficiently developed their planning to start interviewing workers at the commencement of the second session and begin job training.

They may need to get together prior to the second session to map out the factory layout and decide on job method and training procedures. If considered necessary, a cassette tape recording outlining Method Study and Training principles in a simplified format may be provided. Factory rules and regulations will need to be considered by the management group prior to the second day of the simulation.

Day Two of the Simulation

Beginning on day two of the simulation, each participant pays one token for that session. This is to be viewed as the cost of living expense.

The applicants for production jobs in the factory are then individually interviewed by the management group in their office. It is suggested the instructor observe the conduct of the first interview and, if necessary, offer management an appraisal of their evaluation methods and wage negotiation skill.

The job offered to each worker should be entirely left to the management group to decide. Management also has the choice of either training workers as they are appointed or of postponing job training until all the workers are selected.

Once the first workers begin their jobs the recording of factory noises should be switched on and run throughout the duration of the 'work day'. This background noise contributes a certain annoyance factor to the simulation because of its effect on personal communication in the factory. Should the 'work force' request its removal, the instructor may try to persuade management to invest in noise reduction equipment. This will necessitate a substantial cost in tokens to install, which management may regard as prohibitive. The noise reduction system is simulated simply by having the recording volume of the factory noise turned down slightly.

The use of background factory noise and the volume at which it is played has to be considered against use of video recordings of the communication behaviour in the factory room.

The instructor only sells equipment and materials to management at the start of each session; for the remainder of the session the instructor acts as an observer of both management and worker groups. He can organise his time effectively if an assistant operates the video equipment and independently chronicles those events and behaviours that occur throughout the working session (time, persons involved, incident and outcome).

Management are allowed to develop their roles and organise themselves in terms of production planning, decision making and in dealing with personnel. The only limiting factor is that the production manager is allowed 10 minutes each 2 hour session in the factory room. Other managers must remain in their office.

The problems that management encounters are usually related to disregard of job instructions, poor quality of workmanship and reactions towards the nature of the job tasks by some workers.

The first salary payments to workers will be due at the end of the first session (each session represents a period of a week).

The instructor also at this time inspects the quality of the finished product and buys the acceptable products at the negotiated price.

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Days 3, 4, 5 of the Simulation

For the following three sessions the participants continue to carry out their respective roles.

Management may have been provided with a tape recorder to record any significant conferences or decisions reached by them. By this time management will be intractably involved in attempting to improve the quality of work and persuading workers to produce at their maximum output.

A re-negotiation of the contract between the instructor and management will be necessary. The instructor has many options, for instance the size or design of the product might be altered or the instructor may decide to pay a premium price or bonus if a certain quantity of the product is delivered by a time and date. If the product ordered is not forthcoming in this period, the contract could be cancelled or a lower price paid for the goods.

The instructor should retain the freedom to conclude the simulation when it is perceived that the learning opportunities have developed sufficiently. Thus the number of sessions may be extended or reduced.

Review

After the simulation has concluded, the participants meet for another 3 sessions to discuss their experiences.

In the first session the instructor/facilitator engages the group in a discussion of the goals of the simulation exercise. When participants have related their ideas (the goals can be written on a large cardboard sheet), the instructor then suggests that they give one another feedback about how the behaviour styles of individuals and of the Management/Worker groups effected the attainment of the simulation objectives.

This can be structured by directing Management members to question their workers. The instructor can facilitate feedback by suggesting when cues are suitable that management ask the following questions:

a) how did you feel about the job you performed?
b) how well did you do your job?
c) why didn't you achieve high work output?
d) could you have performed better?
e) what were the reasons for the high number of rejects?

The workers are then directed to ask individual management participants questions about their work roles and communication behaviour:

a) what did you think about us as workers?
b) how well did you handle your job?
c) what were your responsible for doing?
d) why do you think the factory experienced problems?
or what pleased you about the way the factory operated?
and, if the factory enterprise failed -
c) what were the causes for the failure of the factory?

The instructors should allow the participants to feel free and open about their feelings and thoughts and not censure or critically regard anyone's contribution. The role of the instructor at this stage is supportive and that of facilitating leveling and problem centred responses.

Toward the end of the session the instructor hands out a list of the participants arranged in rank order according to the amount of tokens earned during the simulation.

The instructor asks the question:

what do you feel about your earnings? Do your earnings reflect the amount of work you performed?
What is your reaction to the wage differences between management and their workforce?

In the next session the group is asked to describe what happened on the first and second days of the simulation. The instructor then reads the chronicle of the communication behaviour and incidences that occurred and plays segments of the video recordings covering the first two days of the simulation.

COMMUNICATION BEHAVIOUR AND WORK ROLE DEMANDS

The video tape replay is stopped at intervals and the group or individuals are invited to comment on what they reviewed or are asked related questions.

The questions that could be used in the review sessions are:

1. how did management try to motivate workers to improve their work quality or output?
2. how did management communicate their appraisal of each individual's performance?
3. how did management train their workers?
4. how aware were workers of the quality of work expected from them?
5. under work demand pressures how did you communicate your attitudes and feelings?
6. what problems did management have in dealing with workers and their demands?
7. how strong was the desire between management and workers to communicate more effectively?
8. how prepared was management to respond to the needs of their work force?
9. how was the factory organised?
10. did workers keep to job methods?
11. what problems did management encounter in training their work force?
12. what attitudes toward their work were conveyed by workers to management?

In the last session the video tapes of the 3rd and 4th day of the simulation are reviewed and the learning experiences summarised.

Additional questions can be asked.

1. what work related problems did management recognise and how did they attempt to solve these problems?
2. what obstacles prevented management from running a successful factory?
3. what power was held by management and the work force during the simulation?
4. were there any incidents that lead to hostility or deeply felt frustrations amongst the participants?
5. was anxiety evident amongst participants?
6. what cop outs occurred during periods of pressure?
7. have you noticed any differences between your perception of yourself and the perception others have of you?
8. what did you learn by taking part in the simulation?
9. how well did management communicate their intentions to their work force?
10. if you were to take part in the simulation again, how would you change the way you played your part?

APPENDIX "A"

Information Sheet

For the next four group meetings we will set up and play the part of an operational factory within these two rooms. You will take part in working in this factory simulation, but what part each person will play depends on what job they apply for and get.

You will each be given three tokens. A token in our factory simulation represents money.

The cost of attending the group is one token each group meeting. But, as in any job, you can earn more tokens by working in the simulation in much the same way as money is earned by working in industry.

There are to be two working groups in the simulation - management and workers.

If you wish to become one of the managers of the factory, you will need to read the sheet called "Job Choice" and attend an interview. Depending upon the answers you give, you may be selected for a management job. Two or three group members will be selected for the management positions.

Other members of the group can be hired as a worker in the factory, after they have applied for one of the advertised jobs. However, you first need to complete the job application form attached and take part in a job interview.

The members of the management group will begin interviewing for various jobs in their factory, within the next hour.

In two weeks time, the simulation of our factory will end and a list of the group members will be made, showing the number of tokens each person has earned at that time.

The tokens can then be exchanged for real money - the exchange rate will depend upon how successful the factory operated.

We will then talk about our experiences in the simulation and look at video recordings of ourselves working. We will then try to understand how well our factory operated. What problems developed? How did management try to solve the problems? How well did the managers and workers communicate with one another? How well did each person play their part in the factory?

APPENDIX "B"

Job Choice

There are three positions available in the management group. If you believe you can do one of these jobs then you should apply for it.

The positions are:

production manager

financial manager

personnel manager

You will be interviewed for the job and asked these questions:

1. what do you think is involved in the job?
2. how well could you do the job?
3. why do you want the job?
4. why are you better qualified for the job than other members of the group?

If you present yourself better than the other applicants for that job, you will be selected.

APPENDIX "C"

Information for Workers

Good luck, my friend, you have just paid your Instructor the fee of one token to become a worker in a factory.

In exchange for your services to the Company you will need now to negotiate your own salary with the Management group or its representative. You will receive job training from the Company and then be placed on a job.

You are expected to do your job for the wages paid you and earn as much as you can. Later we can see how well you were thought of as a worker.

The jobs you may apply for include:

- cutter
- measurer
- materials handler/packer
- foreman
- designer
- inspector

The factory you will be working in makes a coloured design square.

APPENDIX "D"

Information for the Management Group

Congratulations on being selected as a member of the management group. You were chosen for this group because the answers you gave in an interview indicated that you hold the values necessary to get ahead in industry.

The industry which you will manage converts raw materials into a finished product. Your workers will convert sheets of white paper into designed squares. The designs are usually done in two colours. A couple of samples are attached to this sheet.

As a group you will need to organise and plan the production lay out of your factory. Unless you carefully plan how the work should be done and train your workers properly, you will find that your factory will produce plenty of headaches. If this happens you may not be able to produce enough squares of reasonable quality to make a profit. Your business may, in fact, lose money and you may go bankrupt.

You will begin with an operating capital of 200 tokens. With this capital you need to buy from your instructor the following plant equipment.

1. approved scissors at the fixed price of 10 tokens each.
2. approved marking pens at the fixed price of 6 tokens each.
3. rulers at the fixed price of 4 tokens each, and
4. management office materials at a price of 10 tokens.

Wages need to be paid to your workers each session. There are other expenses for which you must budget such as payroll tax, electricity, rates, land rates, workers' compensation payments and water rates. You must also buy raw materials from your instructor.

The raw materials are sheets of A4 white paper. Your instructor will buy back from you design coloured squares of a particular size. The price you pay for the raw materials and the price the instructor pays for the finished squares are to be negotiated with your instructor. When you are ready you can call in the instructor and negotiate a contract.

A copy of the contract form is attached.

You will notice that the instructor wants the right on a day to day basis to:-

1. decide what size square he will buy by providing management with the new size square or form.
2. change the colour or design of the square.
3. reject any design coloured square for faulty workmanship.

As a member of the management group, you are not to perform any of the work yourself. You must hire, train and pay your workforce from the members of the worker group. To become a member of your workforce a member must be hired by you at a salary you negotiate with him. He must buy into the simulation by paying to the instructor the one token daily attendance fee. The following workers are necessary to convert the raw material into the finished product that your instructor will buy:

1. measurer - to carefully mark out the correct size squares on the white paper.
2. materials handler/inspector - to carry materials to and from different workers and package the finished designed squares and ensure quality control.
3. cutters - to carefully cut out the squares.
4. colourers - to carefully colour the squares to the specified design.
5. foreman - to supervise the work, report to the management group, and receive orders from your group.

You will need to decide what rules or work behaviour you expect the workers to keep to. For example, smoking and talking should be prohibited in order that they do not detract from job performance.

You, of course, will want to hire the best workers for the job. You may decide not to hire somebody, for instance, or hire them at another time if they are needed.

After you have hired your workers, you may not enter the factory work room, unless it is for urgent business. The production manager should limit the time spent in the work room to no more than ten minutes each two hour session. You may communicate to your workers through your foreman, who may be called to your office.

You may need to plan for other ways of communication from your workers.

Good luck and good business'

APPENDIX "E"

CONTRACT

Date:

Be it known that this is a contract between the WPC Industries Management Group and the Instructor.

FIRST: The Instructor will sell to the Management group and the Management group will buy from the Instructor 8½ x 11 inch sheets of white paper at the cost of __________ sheets per token. Raw material is to be ordered, delivered and paid for at the beginning of each group period only.

SECOND: The Management group will sell to the Instructor and the Instructor will buy from the Management group coloured squares made from the raw material at the cost of _________ token(s) each. Coloured squares are to be delivered and paid for at the end of group periods only.

THIRD: This contract may be re-negotiated at the _________ session.

FOURTH: The Instructor reserves the right on a day-to-day basis to (1) decide what size square he will buy or what colour or design square he will buy by informing the Management and (2) reject any coloured square for faulty workmanship.

Accepted this _______________ day of

_____________, 1978.

Instructor: ______________________________

Management Group: ______________________________

____

____

____

COST OF RUNNING A FACTORY

A

Cost of A4 sheets of paper at ( ) sheets per token.

( ) sheets supplied on / / = tokens

( ) " " " / / = tokens

( ) " " " / / = tokens

Total ...A

B

Cost of ( ) scissors at ( ) tokens ea. = tokens

Cost of ( ) rulers at ( ) tokens ea. = tokens

Cost of ( ) marking pens at ( ) tokens ea. = tokens

Cost of Management office materials = tokens

Total ...B

C

Wages paid on / / = tokens

Wages paid on / / = tokens

Wages paid on / / = tokens

Wages paid on / / = tokens

Total ...C

D

Weekly tokens receipts banked to cover running expenses =

Electricity and water rates = 8 tokens

Workers' Compensation Insurance = 4 tokens

Industrial Land Rates and Maintenance = 10 tokens

Total ...D

E

Payroll tax (5 tokens for each 100 tokens paid in wages)

Total = tokens ...E

A. Cost of running factory:

Cost of A4 materials = tokens

Cost of plant equipment = tokens

Wages Bill = tokens

Running expenses = tokens

Payroll tax = tokens

Total Cost =

B. Production earnings:

Earnings from 1st design = tokens

Earnings from 2nd design = tokens

Total Earnings = tokens

Balance = total Costs =

total Earnings = ______

Profit/Loss tokens

WPC INDUSTRIES

SUMMARY OF SALARY PAYMENTS

Name	Type of Payment	W/E	W/E	W/E	W/E	Total Payments
	Wage: Tax Deduc. Other					
	Wage: Tax Deduc. Other					
	Wage: Tax Deduc. Other					
	Wage: Tax Deduc. Other					
	Wage Tax Deduc. Other					
	Wage Tax Deduc. Other					
	Wage Tax Deduc. Other					

Income tax for weekly earnings from 5 to 7 tokens	Nil
Income tax for weekly earnings from 8 to 12 tokens	1 token
Income tax for weekly earnings from 17 to 20 tokens	2 tokens
Income tas for weekly earnings from 17 to 20 tokens	3 tokens

Work Sheet for Selection of Workers

Name	Job Applied for	Salary Asked	Decision

FRIENDSHIP GROUP (BASIC CORE)

INTRODUCTION TO PROGRAM

This program outlines the basic framework for providing an introduction to the concept of friendship.

If the worker is familiar with additional group games and exercises, these can certainly be used, where appropriate, to enhance group cohesion.

This friendship program was used as part of an overall, intensive social development project. Because members were together for seven hours, five days a week for four weeks, naturally some close bonds and some conflicts developed. Where possible, these conflicts and bonds were brought into the open and discussed in the friendship group. This was particularly useful for group members as the issues outlined in this program became real ones, rather than theoretical ones. In most cases members learnt to strengthen their positive signals and learnt that there are alternative ways of handling conflicts, other than fighting or withdrawing. With redirection from the workers through these intense interpersonal experiences, members were able to look at the part they personally played and at their own emotional adjustments (rather than just placing blame on the other person).

In this program then it is certainly viable to bring into the open the interpersonal relationships between various members. Of course I would feel there is one limitation on this and that is if individual members feel strongly about having themselves exposed in the group. Workers would need to respect this if an atmosphere of mutual trust is to be developed in the group.

Content Outline

INTRODUCTION TO THE PROGRAM

1. GENERAL OBJECTIVES

UNIT I CLARIFYING THE IDEA OF FRIENDSHIP IN RELATION TO OTHER RELATIONSHIPS

- various interpersonal relationships
- introduce the idea that we all have choices in our friends and how we can be.

UNIT II FRIENDSHIP

- what is friendship
- any rules
- why do we need friends
- qualities of a good friend
- expectations of friendship
- what is popularity

UNIT III HOW AND WHERE WE CAN MEET PEOPLE AND MAKE FRIENDS

- where to meet peo~~ple~~
- how you get acquainted

UNIT IV MAKING FRIENDS

- difference between acquaintance and friend
- what to do if want to be friends (choice)
- how to tell if someone wants to be friends (choice)
- what to do if you don't want to be friends

UNIT V KEEPING FRIENDS

- what you do together
- what you talk about
- what could go wrong
- decide on whether you want to keep friend
- how to work it out

UNIT VI BOY-GIRL RELATIONSHIPS

- how to attract opposite sex
- dating
- what do you talk about - is it difficult - how.
- getting serious
- initiating
- maintaining

UNIT VII GENERAL SUMMING UP

- self and other evaluation
- positive feedback

FRIENDSHIP GROUP (BASIC CORE)

OBJECTIVES OF THE PROGRAM

1. The client to develop a basic understanding and respect for their fellow man.
2. The client to understand the different kinds of human relationships.
3. The client to identify and develop those personality traits necessary for successful human relationships.
4. Clients will be aware that they have a choice in making friends and who they choose to be friends with.
5. The client will understand friendship and its value to them.
6. The client will determine what qualities are important in friendship.
7. The client will be aware of where you can go to meet people, will show skills in making someone's acquaintance and show skills in maintaining a friendship.
8. Clients will understand and develop social skills in the process of dating (boy-girl relationships).
9. Clients will become aware of their own interpersonal skills and any strengths and weaknesses.

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FRIENDSHIP GROUP (BASIC CORE)

UNIT I - Clarifying the Word/Idea of Friendship

Have a group discussion on:

1. what is a relationship?
2. with whom do we have interpersonal relationships?
    a) parents
    b) family
    c) adults and authorative figures
    d) peers
3. what are the different kinds of interpersonal relationships we can have?
    a) acquaintance
    b) friendship
    c) parent - child relationship
    d) relationships with relatives
    e) working relationships
    f) any others
4. discuss the differences in the various kinds of relationships. Maybe one important difference between friendship and the others is - we can choose who we want to be friends with, and often we are not in a position to choose our workmates, bosses, and can't choose who our parents and relatives are. We can choose though how close we can be to another person or what kind of relationship we will have with a person.

If the clients in the group have difficulty in grasping the idea of "I have a choice in whom I choose for a friend", try this exercise:

CHOICES GAME

Have a number of questions listed with 3-4 variables (possible choices). When the question is read out, assign one corner of the room to each choice and have members go to the corner of their choice and then discuss. Start with easy questions to get into the swing of the game.

e.g. 1. what colour do you like - red, green, yellow, blue? Go to the corner of your choice.

2. what season of the year do you like - autumn, summer, spring, winter? Go to the corner of your choice.

3. do you have any acquaintances?
    a) no
    b) yes
    c) I don't know what the word acquaintance means.

4. I am friends with my parents
    a) yes
    b) no, and I don't want to be
    c) no, and I would like to be

FRIENDSHIP GROUP (BASIC CORE)

5. I am friends with all the people I work with

   a) yes
   b) no, and it's OK
   c) no, I should be friends with everyone
   d) I choose some people I want to be friends with

The above questions have been given as examples - may be elaborated on, if this suits the needs of the particular group of people.

Where relevant, discuss each choice the group members made and how they went about making their choices.

Relate this to how I choose a friend.

UNIT II - Friendship

Discuss the following in the group.

1. what qualities do I look for and like in another person?

2. what qualities do others look for and like in me?

Rules for making friends - have the group make a list and discuss.

3. what is friendship?

4. why do we need friends?

5. what is a good friend?

    a) someone who has similar interests and abilities.
    b) someone who likes you the way you are.
    c) someone who is not constantly changing -

        . not moody
        . dependable and reliable
        . honest
        . co-operative
        . appreciative
        . sociable
        . courteous
        . has a sense of humour

    d) a friendship can survive differences
    e) a friendship with mutual respect -

        . can appreciate the other's point of view

    f) someone who is neat and clean and who will not embarrass you in front of others

    g) helping and being helped by friends

6. good qualities to have as a friend

    a) be kind
    b) be tolerant
    c) respect others and win their respect
    d) be dependable.

Have the group look at the qualities important in making friends - discuss the above points and what they mean (have the group say what they understand the above terms to mean). Can the group think of any other things that are important in how we make friends?

7. what is popularity?

    a) difference between true friends and acquaintances.
    b) following the crowd to gain popularity.
    c) cliques within a group. Have the group look at themselves and look at and discuss any cliques and how come they have developed.

d) have the group decide what qualities popular people have. have group discuss their popularity and compare notes.
e) roleplays - have various roleplay situations illustrating qualities necessary for good interactions.
f) have a group feedback exercise. can be done in a number of ways.

1. have group place themselves in a line from one extreme to the other.

   makes friends the easiest . . . . . . finds it most difficult to make friends

   Have members discuss why they placed themselves in that particular position. Discuss the qualities each person feels they posses. This exercise can be used with variations on the extreme statements, according to the needs of the group.

2. have a questionnaire, (see below) for each member to complete - either anonymously or otherwise. Discuss the ratings people received.

3. face-face feedback.

QUESTIONNAIRE

1. Who is the best listener?
2. Who gets their message across the best?
3. Who listens the least?
4. Who stands up for themselves?
5. Who can say nice things to others?
6. Who gives the most support to others?
7. Who finds it hardest to be honest about themselves?
8. Who finds it hardest to have a conversation with others?
9. Who has the best chance of making it on their own?
10. Who is the least afraid of trying new things?
11. Who do you think gets the most out of a group like this?

FRIENDSHIP GROUP (BASIC CORE)

Rating

A tally of the responses to each question and for each group member can be tabulated and displayed by listing questions and group members as follows:

Total individual scores can be ascertained by adding positive items, and subtracting negative items.

Feedback to group members can be used constructively to encourage more appropriate self awareness and to stimulate change where necessary.

Group Members

Questions	1	2	3	4	5	6	-
1+							
2+							
3+							
4+							
5+							
6+							
TOTAL							

FRIENDSHIP GROUP (BASIC CORE)

UNIT III - How and Where We Can Meet People and Make Friends

1. How do we make friends?

    a) accept and like yourself the way you are.
    b) accept and be open to newcomers
    c) listen to others and don't hog the conversation.
    d) join in the conversation and don't fade into the background.
    e) participate in varied activities.

    Discuss above with the group and have them make comments and add more points.

    Role Play - being in a group and seeing a newcomer enter the gathering.

    . appropriate listening
    . techniques for involving self in a discussion
    . how to break into a group of people

    f) make a list of places to go, where to meet friends. Any special skills or knowledge required. Discuss and practice if group suggests things, e.g. phone bookings.

2. The places we can go to find friends

    a) good places
    b) poor places
    c) at work -

    . fellow workers have similar interests.
    . often have same working hours.
    . often have same financial status
    . social clubs at work

    Role Plays - getting acquainted with workmates
    - being new in a work place
    - being open to someone new
    - what to talk about in breaks

    d) at play -

    . recreational interests, indicate same likes
    . often indicate relatively same financial status.

    Discuss types of clubs and activities available.

    Role Plays - approaching a club or organised activity
    - meeting new people
    - what to talk about
    - being open to new people

    e) In Church -

    . wide choice with range in age, interests and abilities.
    . usually a fairly constant group.
    . similar value stances
    . some have youth groups, where activities are organised.

    Role Plays

3. How you can get acquainted
    a) working together
        - daily contacts
        - eating lunch
        - riding to and from work
    b) mutual acquaintances
        - introduced by friends
    c) social contacts
        - parties
        - office/factory social groups
        - recreation/athletic
        - picnics, etc.

Role Play - how to introduce people
- what to say when you are introduced
- various social occasions

have the group nominate situations which are of particular concern to them and role play these.

UNIT IV - Making Friends

1. Revise the previous unit of where to go to meet people.

   Meeting is not enough to make friends, especially if we are not sure of what to say.

2. Discuss the following:

   . difference between a friend and acquaintance.
   . do I have to be friends with everyone?
   . what if someone pushes their friendship onto me?
   . what does the term acquaintance mean?
   . what do you talk about?
     have the group make a list of what you can talk about.
     emphasise importance of listening as well as talking and sharing.
     have each member choose a person in the group whom they know the least.
     spend 10 minutes (5 minutes each) talking and listening.
     evaluate exercise.
     pinpoint with any group members if they are having difficulties.
     discuss and either in the group or individually provide intensive instruction and rehearsal.
   . appropriate ways of approaching a person.

3. How can you tell if someone wants to be friends with you? Make a list.
   Are these the same things you can show if you want to be friends with someone?

4. What if you don't want to be friends?
   Discuss again choices we have-
   We can choose - with whom we want to be friends
   - how close we will be to someone

   Role plays - asking a person to join in an activity.

UNIT V - Keeping Friends

1. What do friends do together.
   Make a list and discuss.

2 What do you talk about?

3. What could go wrong in a friendship?

   . have group brainstorm of what can go wrong in a friendship.
   . what conflicts have there been in group members' friendships?

   Discuss each and possible resolutions.

   Decide on whether you wish to keep the friend and, if the decision is yes, how to work out the conflict.

UNIT VI - Boy-Girl Relationship

1. How to attract members of the opposite sex
   - a) appropriate ways
   - b) inappropriate ways

   Have the group list and discuss.
   Have the group members say what they find attractive in the opposite sex.
   Emphasise individual differences.

2. What is dating?
   - a) why do we date?
   - b) is it OK not to date?
   - c) how do we ask for, accept or refuse a date?
     Role Plays.
   - d) where do we go on a date?
   - e) how do we act on a date?

3. Getting serious with one person.
   - a) appropriate displays of affection
   - b) inappropriate displays of affection
   - c) difference in love and infatuation
   - d) going steady

4. Debate on the pros and cons of going steady

5. Role play various boy-girl situations

   Have the group list areas of concern for themselves and role play these.

   . initiating
   . maintaining
   . conflict resolution

UNIT VII - General Summing Up

1. This unit is suggested as the final session when any unfinished business is resolved and any loose ends tied up.

2. Provide time for the group to bring up any comments they wish to make or any questions they may wish to have clarified.

3. Have group members evaluate their own and each others friendship making abilities and skills.

   If any have identified areas of confusion or weakness for themselves, contract with them to see individually and/or in an extension relationship program (depending on individual needs).

4. Have a positive feedback exercise where each member says face-face to other members
   - what they like about the other person
   - what quality they would like to have for their own.
   - positive changes noticed in the program.

   This exercise can be done by asking the subject to leave the room, while other members rehearse what they wish to say or straight off the cuff without rehearsal time.

   Either way the subjectswill also be expected to make a positive comment about themselves.

HEALTH, HYGIENE AND GROOMING FOR GIRLS

INTRODUCTION

The Hygiene and Grooming Programme presented here, is that programme which was used in the social development project.

The focus is on self evaluation, and on the importance of cleanliness, using discussion and practice.

A tape/slide programme, was used in conjunction with the programme set out here. The slide programme is entitled "Grooming for Women" produced and distributed by the Materials Development Centre, School of Vocational Rehabilitation, University of Wisconsin-Stout, Menomonie, Wisconsin, USA.

There is a more extensive programme currently being prepared at the Centre, also for publication. It will be entitled Health, Hygiene and Grooming.

The summary of contents of the programme presented here is as follows:

UNIT 1	General Introduction
UNIT 2	Cleanliness
SECTION A	Cleanliness of the Body
SECTION B	Removal of Unwanted Hair
SECTION C	Facial Cleansing
SECTION D	Care of Hands, Feet and Nails
SECTION E	Feminine Hygiene
SECTION F	Dental Hygiene

HEALTH, HYGIENE AND GROOMING FOR GIRLS

UNIT I - General Introduction

Objectives:

1. Each client will complete a comprehensive self evaluation questionnaire, focusing on strength and deficit areas (whether the questionnaire is used in its entirity or partially will depend on the objectives of the group worker and what they are trying to evaluate). If the questionnaire is used in its entirity, it can be used:

   A) as an evaluation tool for the effectiveness of the group program.
   B) to pinpoint where the client sees their needs, and then to plan a program relevant to these. In this case the questionnaire can also be used as an evaluation tool.

2. Before this introductory group session, have an independent rater complete a questionnaire.

3. Either individually or in the group, have the client group compare their self rating with the independent rating. Pinpoint any discrepancies (this may need to be done with tact).

4. Each client will recognise and pinpoint any specific problem or deficit areas.

5. Client will make a commitment for involvement in the program and to carry out any specific changes on which they decide.

6. Client will work out an individual program for change.

7. Client will set goals for themselves about what they wish to achieve.

Session

1. Clients will complete self rating questionnaires.
2. Discuss in the group the purpose of the program and the areas which will be covered (timing of this discussion depends on whether a basic core introduction is to be offered or a program catering specifically to the needs of the individuals in the group).
3. Either in the group or individually clients will compare their self rating with the independent rating.
4. If comparison of rating is done in the group, use also group feedback on good and bad points. This exercise can be done on paper or face to face. Use of this exercise will depend on the quality of the group cohesion.
5. Clients will then discuss what they want to change and in what areas they would like to have further discussions and practice sessions.
6. A chart made up of the individual's commitments would be helpful. As criterion in each area is reached, this can be crossed off. The chart would be an ongoing tool used for the duration of the program.
7. Criterion is reached in this unit when the client is able to pinpoint current problem areas and is able to draw up a program for change.

HEALTH, HYGIENE AND GROOMING FOR GIRLS

A SUGGESTED CHART - UNIT I - CLEANLINESS

NAME	CURRENT PROBLEM AREAS	PROGRAM FOR CHANGE	CLEANLINESS OF BODY	UNWANTED HAIR	FACIAL CLEANSING	HANDS, FEET NAILS	FEMININE HYGIENE	DENTAL HYGIENE

UNIT II - Cleanliness (females)

Objectives:

1. Clients will discuss and recognise the importance of good hygiene and cleanliness habits.

2. Will recognise any specific problem areas and implement a program for change.

3. At end of each section client will evaluate whether she has reached criterion within that section.

Section A - Cleanliness of the Body

Objectives:

1. Clients will discuss and recognise the importance of cleanliness as a first step to good grooming and hygiene.

2. Clients will demonstrate that they have achieved, and are able to maintain, the appropriate cleanliness habits.

Program

1. If using MDC slides, view slides 1-20 as an introduction and stimulus to discussion.

2. Have a group discussion and list, on what does cleanliness mean, its important components and why it is important.

3. Washing the body (bathing/showering) - taking special care with:
    - ears
    - neck
    - underarms
    - pubic area
    - feet

    Discuss the whys and hows.

    How often do I bathe/shower?
    How often do I wash my hair?

4. Body odours - where do they start? Why is it important not to have body odours? How can I prevent body odours?
    Wash and use a deodorant/antiperspirant (underarm, feminine deodorants?)
    Discuss any special problems with body odours and management.
    Differences between a deodorant (stops odour) and antiperspirant (stops wetness).
    Have available various deodorants and antiperspirants (cream, stick, roll on, spray).
    Discuss the differences between each and the importance of reading the labels. Good idea to change brands from time to time.

5. Soaps - various soaps on the market. Merits and disadvantages of some for various skin types -
    - deodorant soaps
    - medicated soaps
    - for dry and oily skins
    - for sensitive skins

6. Use of other bath products -
    - bubble baths
    - bath oils
    - foaming gel

7. Discuss use of body lotions and creams.

8. Discuss care of sunburn or after sun exposure.

9. Discuss a cleanliness routine -
    - best time to bathe/shower
    - what else do group members consider good cleanliness habits
    - any specific problems

Have Available Various Products

1. Soaps for various skin types -
    - dry, oily, sensitive
    - deodorant and medicated soaps

2. Cotton buds

3. Nail brushes

4. Antiperspirants and deodorants - femine deodorant

5. Bath products

6. Body lotions and creams

7. After sun care products

Section B - Removal of Unwanted Hair

Objectives

1. Clients will decide whether they have any unwanted hair which they wish to remove.

2. Clients will become aware of the methods available for removal of hair from various parts of the body (shaving, foams, creams, electrolysis, wax treatment, bleaching).

3. Clients will become aware of which methods of hair removal are suitable from specific parts of the body.

4. Where relevant and practical, clients will practice removal of hair.

Session

1. If using MDC slides, view slides 21-22.

2. Have available various hair removal products. Discuss advantages and disadvantages of each (prices, ease of use, etc.)

3. Discuss where clients have unwanted hair.

4. Discuss best or various methods available for removal of hair from that body area -

facial hair	- creams	underarms, legs, etc.,	- shaving
	- electrolysis		- creams
	- plucking		
	- bleaching		

(Do NOT Shave - Even)
(Eyebrows)

See section in makeup for plucking eyebrows.
Make a chart.

5. Discuss where to go if wanting professional hair removal treatment. If anyone is interested have them phone a Beauty Salon for prices,etc.

6. Where relevant and practicable, practice hair removal in the group.

Have Available

1. Razors and shaving cream
2. Hair removal creams and foams
3. Peroxide for bleaching
4. Wax treatment

Section C - Facial Cleansing

Objectives

1. Clients will identify their skin types.
2. Clients will work out if they have any specific problem areas.
3. Clients will recognise the importance of proper facial cleansing.
4. Clients will work out and implement a program for care of the skin.
5. Clients will decide on an appropriate skin care routine, including products they wish to use and work out a budget to make purchase of any necessary products.

Session

1. If using MDC slides, view slides 23-29.
2. Discuss with group the importance of thoroughly cleansing the skin. Wash the skin at least 2 times a day; more often if you have oily skin.
3. Identify your skin type.
   Have the group members do this quick test.

   Make this test a couple of hours after you have cleaned your skin.

   1. cut two pieces of tissue paper
   2. for about one minute press one piece of tissue paper lightly (avoid rubbing) to the middle of the forehead (1)
      nose (2)
      chin (3)

      press the other piece to the cheeks (4)
      temple (5)

      Compare the two pieces of paper.

      a) if on both your pieces of paper there is a slight trace of oil - your skin type is NORMAL.

      b) if on both pieces of the paper traces of oil are large and clearly visible - your skin type is OILY.

      c) If there is a lot more oil on one bit of paper than on the other - your skin is COMBINATION

      d) If there is practically no oil on the two pieces of paper - your skin type is DRY.

4. General Skin Care (this section can be duplicated and handed out)

Whether you use makeup or not, if you want the skin on your face to look good, it has to be clean and healthy.

See the section on food for how our diet affects our skin - Remember that the food we eat affects our skins.

The Steps in Skin Care

Before you do the following, it is a good idea to tie your hair back, or if it is not long enough to tie back, use scarf, ribbon or hair bandage to get the hair off your face.

Step 1:

Cleanse, to clear away the grime and dust. Pimples and blackheads are more likely to breed in a skin which hasn't been cleaned properly or in a skin that is dirty.

A skin breathes through Pores (tiny holes over the skin). Skin needs to breathe in order to stay healthy. Dirt plugs up pores so that the skin can't breathe and the perspiration doesn't come out - this causes pimples and blackheads.

The best thing to clean your skin with is a mild soap, (e.g. Neutrogena, Pears). Use Sapoderm or another medicated soap if you have pimples. You can buy special cleansers (creams and lotions) for your skin. These are usually expensive and not the most important things to have. A good soap does the job. When washing your face use warm water and always remember - Pat the Skin Dry and Don't Rub.

Step 2

Toning, (use a toner or astringent). A good idea to use after cleansing to get rid of the extra bits of grime and dust which washing does not get out.

Toning always firms the skin and closes your pores so that dirt doesn't get in so easily. Helps close up open pores (pores that have been stretched and will not close easily without help).

The toner or astringent you will use depends on your skin type.

Step 3

Moisturising gives back to the skin the moisture it loses to the sun and the wind, etc. Keeps the skin young. As you get older your skin gets drier.

Moisture is not the same as oiliness. If your skin is oily - proper cleansing and toning will help get rid of the oil. Moisture is necessary to keep the skin soft. The moisturiser you use will depend on your skin type.

The oilier your skin type, the less greasy is the moisturiser you should use.

The drier your skin type, the greasier is the moisturiser you should use.

General Routine

Always cleanse, tone and moisturise in the morning, at night and before putting on any makeup.

Important - at night, take off any makeup on your skin and clean off the grime and dust your skin has collected during the day.

If makeup is left on overnight or if dirt is not cleaned off the skin, it is likely to develop and breed pimples and blackheads. Never apply makeup over old makeup.

BEFORE YOU KNOW HOW TO CARE FOR YOUR SKIN PROPERLY YOU NEED TO KNOW YOUR SKIN TYPE.

If you want ot use a face mask suited to your skin type, the order is:

1) cleanse
2) use the mask
3) tone
4) moisturiser

Some of the products for pimples are:

a) medicated wash can be used in the place of soap, or
b) medicated soal (e.g. Sapoderm)
c) medicated astringent

If you want to use Phisohex, use after you have washed your face. If using medicated creams and lotions such as Action, Clearasil, etc:

1) cleanse
2) tone
3) moisturise lightly (if you like)
4) apply medicated cream or lotion

Before you buy any skin care products

a) know your skin type
b) work out how much you can afford for skin care products (a good idea is to have a budget worked out and put some money away each week).
c) decide what products you need
d) decide which is the most important and put this at the top of your list.

5. Once clients have identified their skin type and any special problems, discuss appropriate care of skin types (These section can be duplicated and handed out to clients).

6. Pimples (this section can be duplicated and handed out to clients)

    1. Wash your face often. Three to four times daily with warm water and medicated cleansing agents. Wash gently and use a clean towel.
    2. Bathe every day and give particular attention to areas where acne can easily form, like neck, shoulders, back and chest.
    3. Never pick at your skin - it is a sure way to spread infection and cause scarring.
    4. Shampoo at least twice a week. Greasy hair and oily scalp aggravate acne. Keep your hair off your face and change your pillow slip often.
    5. Eat normally and try to cool it with fatty, greasy foods even if you love them. Don't eat chocolates, cocoa, iodized salt, nuts or oily foods in general. See your doctor for individual diet advice.
    6. Drink lots of water. It's great for your skin.
    7. Get plenty of sleep, avoid fatigue and strain.
    8. Avoid stomach upset and irregularity.
    9. Attend to your teeth, cold, flu and health problems properly. Anything bad for your health is bad for your skin.

7. Blackheads (this section can be duplicated and handed out to clients)

    Blackheads are caused by not cleaning the skin properly.

    The face's natural oils mix with dirt and grime, which block the pores.

    Blackheads look like little black dots on the skin (that is why they are called blackheads).

    How to Get Rid of Blackheads

    1. Make sure you clean your skin properly (use Phisohex if you've got pimples) - morning and night. This will stop more blackheads from developing.

        Blackheads are more likely to develop in the oilier parts of the face around the nose and chin.

    2. If you've got blackheads now, this is what you do.

        a) clean skin properly

        b) steam face - over a basin of hot water,
        - place a steaming hot face washer over the face.
        This will open the pores and make the blackheads easier to remove.

        c) buy a blackhead squeezer from the chemist (cost varies from 50¢ - $2.50).

d) Use blackhead squeezer to remove blackheads. This is really the only way to get rid of blackheads and Don't Squeeze with your Fingers - This will Infect Your Face.

e) To help keep blackheads down, get some Bio Clear Washing Grains. Use once each day.

f) Make sure you wash your face with cold water after you've finished. This closes the pores and keeps dirt from getting in.

g) Use a medicated cream, lotion (e.g. Action, Clearasil).

8. Oily Skin (this section can be duplicated and handed out to clients).

Appearance and touch:

- looks shiny
- has enlarged pores - skin coarse and uneven (like an orange peel)
- tendency to blackheads
- spots, especially around the nose and chin.
- areas of extra oiliness (nose and chin)

What to eat and what not to eat

- no greasy, rich or starchy food
- avoid salty things.
- Do eat oranges, apples, green vegetables
- Do eat plain salads, lettuce, cucumber, lemon juice dressing
- do eat honey.
  Sun is a very good remedy.

Care of oily skin-needs a bit more care than others because it is more likely to get pimples.

Cleanse - use a mild, medicated soap such as Sapoderm, Gamophen.

Lather and massage, using plenty of lukewarm water. If skin is very oily, wash it three times a day.

Do Not Squeese Pimples
Do Use a Blackhead Remover for Blackheads
If Acne is Serious, See a Doctor.

Suggested: (do the following twice a day - morning and night)

Cleanse: because oily skin is prone to pimples, use a medicated soap such as Sapoderm or Gamophen. If skin is very oily, or if weather is very hot and your skin perspires, wash more than twice a day.

Tone: an astringent for oily skin, e.g. Natural Wonder.

Moisturise: a moisturiser for oily skin or a medicated moisturiser.

For pimples use a medicated cream or lotion (e.g. Action, Clearasil) and use this at least twice a day.

9. Disturbed Skin (this section can be duplicated)

Skin which is disturbed is very oily; has lots of blemishes; sometimes dry and flaky patches.

What Not to Eat

- no bread
- no potatoes
- no rice
- no spaghetti
- no starchy foods
- no highly seasoned foods

Never Go On a Crash Diet.

If the pimples are bad, and no matter what you do and they don't go away, see a doctor (may be able to give you tablets or special lotions).

Use a medicated soap; phisohex; medicated astringent - astringent foundation; clear up cream, e.g. Action, Clearasil.

10. Dry Skin (this section can be duplicated)

Appearance and touch

- taut and parched (especially after washing)
- may have dry, flaky patches.
- burns in the sun
- fine texture
- early tendency to wrinkle
- not soft to the touch

What to eat

- raw vegetables
- young vegetables
- tomatoes
- undercooked vegetables
- oranges, lemons, mandarines
- fresh milk, butter, eggs
- fish
- beef and veal

Care of

- no harsh soaps
- no hot water
- plenty of moisturiser
- mild toner, if any
- make sure all the soap is rinsed off with warm water, pat dry with towel, Don't Rub.

Need to condition the skin, with a lot of moisturiser and to protect it against the weather (if you are going out into the hot sun either wear a hat or use a cream to block out the sun).

11. Delicate or Sensitive Skin (this section can be duplicated)

Appearance and touch

. fine texture - delicate and fine
. tendency to flush easily may be tiny, broken veins.
. tendency to line easily may be allergic to some products.

Need to treat skin delicately, avoid irritation.

Use products which are special for delicate skin.

12. Normal Skin (this section can be duplicated)

Appearance and touch

. soft and smooth
. evenly textured over face and throat
. no enlarged pores
. no shiny areas
. not many spots, pimples or blackheads.

Need to keep the skin's good balance.

Suggested:
Cleanse: soap - Neutrogena/Pears - at least twice a day - morning and night.
Tone: toner for normal skin
Moisturise: moisturiser for normal skin (e.g. Nivea)

You can have a bottle or tube of medicated cream or lotion - for when you get pimples. Apply to treat the pimples, after moisturising.

13. Have clients discuss the treatment method for their partiular skin type.

14. Have available various skin care products and have clients practice treatment.

15. How do group members usually care for their skin - do they want to change this in any way? Do they wish to purchase any skin care products - focus on the budget aspects.

16. Have group members work out a personalised routine for their skin care.

Have Available Products

1. Soaps for facial cleansing
Cleaners for various skin types.

2. Toner and astringent for various skin types.

3. Moisturisers for various skin types.

4. Blackhead squeezers.

5. Medicated creams and lotions.

Section D - Care of Hands, Feet and Nails

Objectives:

1. Clients will recognise the need for cleanliness of the hands and feet.

2. Cleints will learn and practice a general routine for care of the hands, feet and nails.

3. Clients will identify any specific problems which may be present.

4. Clients will emplement
   . general routine
   . routine to circumvent problem areas

Session

1. If using MDC slides, view slides 30-34.

2. Discuss why care of hands, feet and nails is important.

3. When to wash hands

4. Manicure - at least once a week
   - soak nails in warm soapy water to soften.
   - with a nail file, clean dirt from under nails.
   - rub either vaseline or cuticle remover around the base of the cuticles and then push back cuticle with an orange stick. Never cut the cuticle as this leads to tearing and cracking.
   - file the nails unto a rounded shape. or clip with a clipper or scissors
   - apply nailpolish. Before applying new nailpolish make sure all old polish is removed.

5. Discuss special problems and best treatment
   - soft, flaky nails
   - nail biting
   - dry hands
   - dermatitis
   - torn cuticles

6. Any questions or discussion points members wish to raise.

Feet

1. Cleanliness and hygiene
   - wash regularly
   - dry, especially between the toes
   - powder
   - change socks and stockings daily
   - correct footwear (effect of rubber soles, canvas shoes with no ventilation)

2. Special Problems

   - corns
   - callouses
   - ingrown toe nails
   - rough skin
   - foot odor

   Problems incorrect footwear can cause.

   Discuss each problem area and what is the best method of treatment. Where to go for specialised treatment.

3. Practice pedicures.

   - soak feet
   - cut toe nails (straight across)
   - soften and push back cuticles
   - clean toe nails
   - remove rough skin
   - treatment of corns

PRODUCTS

Manicure scissors,clippers
Vaseline or cuticle cream
Nail hardener
Nail files, emery boards, orange sticks, nail polish
hand cream
bowls
nail polish remover
pumice stone
corn/callouse remover
powder

Section E - Feminine Hygiene

Objectives:

1. The client will recognise the need for feminine hygiene, especially during menstruation.

2. The clients will become aware of the dynamics of the menstrual cycle and have some understanding of this bodily function (this may not be the priority in this program, but will be discussed if clients wish further understanding - this area is covered in detail in the Sex Education program)

3. Clients will show an understanding of the use of napkins and tampons and their proper disposal.

4. Clients will know what to do in case of cramps and pains.

Session

1. If viewing MDC slides, see 35-39.

2. Why is it important to pay particular care to cleanliness during menstruation. Importance of washing, bathing and changing underwear.

3. Discuss use of tampons, sanitary pads - frequent changing and proper disposal (not down the toilet). Discuss appropriate disposal places.

4. Question time on body function
    - why I menstruate
    - knowing my body and how it works

HEALTH, HYGIENE AND GROOMING FOR GIRLS

Section F. - Dental Care

Objectives:

1. Clients will recognise the importance of dental care and hygiene.
2. Clients will demonstrate methods of brushing teeth.
3. Clients will implement and maintain appropriate dental hygiene and care.

Session

1. If using MDC slides, view slides 109-115.
2. Discuss going to the dentist. Those clients who have not been to the dentist will make appointments and visit a dentist.

   Why are dentist visits important.

3. Brushing teeth - where possible after each meal. Why is brushing your teeth helpful? Takes away food particles which get caught in your teeth.

   Hold the toothbrush at an angle and rotate in the mouth, over the teeth.

   Practice way to brush teeth.

4. A dentist or someone from a dental clinic could be asked as a guest speaker.
5. Talk about frequency of visiting the dentist.

GROOMING & HYGIENE QUESTIONNAIRE FOR GIRLS

SELF RATING

Name: ____________________ Date: __________

Unit I General - knowing my body

1. The colour of my eyes is ________________
2. The colour of my hair is ________________
3. My height is ___________
4. My weight is __________
5. Am I happy with my weight YES/NO

   If NO, how would I like my weight to be different?

   ____

   ____

   What am I prepared to do about changing? ________________

   ____

6. I think I look (tick the answer which is right for you)
   - (a) attractive
   - (b) average
   - (c) not too good
   - (d) other ________________

   If I don't like the way I look, what do I dislike ________________

   ____

7. The worst feature(s)/part(s) of my body and the way I look is/are

   ____

   ____

8. The **best** feature(s)/part(s) of my body and the way I look is/are

   ____

   ____

9. My posture is

(a) very straight - like a rod

(b) relaxed - comfortable

(c) slouched - like a bowl of jelly

10. Where do I look when I talk with people? ______________________________

____

HEALTH, HYGIENE AND GROOMING FOR GIRLS

Unit II - Cleanliness

Section A. Cleanliness of the Body

1. How often do I

   (a) bathe/shower ____________________

   (b) wash my hair ____________________

   (c) wash my hands ___________________

   (d) use a deodorant/antiperspirant _____________

   (e) brush my teeth ____________

   (f) wash my face ______________

2. The type and brand of deodorant/antiperspirant I use now is ____

3. We all get body odours.
   How do you stop your body odours?__________________________

   ____

4. My body smells of perspiration and I am not sure what to do about if YES/NO

5. How often do I clean inside my ears?

   ____

6. How do I clean inside my ears? _______________________________

   ____

7. How often do I wash around the back of my neck ?

   ____

Section B - Removal of Unwanted Hair

1. Is there any hair on any parts of my face/body that I want to remove? YES/NO

2. If YES, where is the hair?

   (a) eyebrows
   (b) legs
   (c) underarms
   (d) other ________________

3. Do I remove any hair now YES/NO

4. If YES, what parts of the body? ______________________________

   what method do I use? ______________________________

HEALTH, HYGIENE AND GROOMING FOR GIRLS

Section C - Facial Cleansing

1. My skin type is (a) normal
   (b) oily
   (c) dry
   (d) combination
   (e) sensitive
   (f) disturbed
   (g) I don't know

2. I get pimples YES/NO

   If YES, how do I treat the pimples ______________________________

   ____

3. I get blackheads YES/No

   If YES, how do I treat the blackheads ______________________________

   ____

4. I have acne YES/No

   If YES, how do I treat the acne ______________________________

   ____

5. I am not sure how to care for my face to get rid of the pimples and blackheads YES/No

6. How do I care for my skin now ______________________________

   ____

   ____

7. What products do I use (if any) ______________________________

   ____

8. How often do I clean my face ______________________________

   ____

9. Do I eat good healthy food to help my skin stay clear and looking good YES/No

10. Is there anything I would like to change or learn about how best to care for my skin ______________________________

    ____

    ____

Section D - Care of Hands, Feet and Nails

1. My nails are (a) neatly shaped
   (b) well kept
   (c) chewed to pieces
   (d) always splitting
   (e) other ____________________

2. I would like my nails to be
   (a) longer
   (b) well shaped
   (c) other ____________________

3. I would like to learn to apply nailpolish YES/No

4. I would like to learn how to care for my nails YES/NO

5. How do I care for my nails now ________________________________

   ____

6. I bite my nails YES/NO

7. My hands are dry YES/NO

8. My feet are often tired and aching YES/NO

9. My feet are ugly YES/No

10. At times my feel smell YES/NO

11. My feet are itchy YES/NO

12. I wash and dry between my toes YES/NO

13. How often do I change my socks or stockings ____________________

14. How often do I cut and clean my toenails ______________________

15. My shoes are comfortable.

16. What don't I like about my feet ______________________________

17. Do I have (a) corns
    (b) hard skin
    (c) bunions
    (d) ingrown toenails
    (e) tinea
    (f) plantar warts
    (g) other

Section E - Feminine Hygiene

1. I get cramps when I menstruate YES/NO
   If YES, how often and how bad ______________________________
   ____

2. If I get cramps and pains what do I do about it ______________
   ____

3. How often do I menstruate ______________________________

4. Have I ever been to see a doctor about menstrual pains __________

5. What are some other names for menstruation __________________
   ____

6. Do I use pads or tampons ______________________________

7. Where do I dispose of my sanitary pads or tampons ____________
   How often do I change my sanitary pad or tampon ______________
   ____

8. Do I understand why I menstruate ______________________________

9. What is not clear to me about menstruation __________________
   ____

10. Do I notice any changes in my body or moods when I menstruate, (if so, what?) ______________________________
    ____

11. How often do I wash, when menstruating ______________________

12. How often do I change my underwear ______________________

13. What is the best way to remove stains from clothing if it gets soiled ______________________________
    ____

HEALTH, HYGIENE AND GROOMING FOR GIRLS

Section F - Dental Hygiene

1. My teeth are straight YES/NO
2. My teeth are clean YES/NO
3. My breath smells OK YES/NO
4. I get toothaches YES/NO
5. When were my teeth last checked by the dentist ____________________

   ____
6. What do I use to clean my teeth ______________________________

   ____
7. How often do I clean my teeth ______________________________
8. How many teeth have I had pulled out ____________________________
9. Name any foods which are good for the teeth ______________________

   ____
10. Name any foods which are bad for the teeth ______________________

    ____

HEALTH, HYGIENE AND GROOMING FOR MEN

This program has been developed in conjunction with the Tape/Slide program entitled "Grooming for Men", produced and distributed by the Materials Development Centre, School of Vocational Rehabilitation, University of Wisconsin-Stout, Menomonie, Wisconsin, U.S.A.

For the Centre's use the program has been divided into 8 x 2 hour sessions.

SESSION I - Issue Pre Test

The program is introduced to the trainees through the slides and tapes of the Material Development Centre. The audio visual display is stopped at the end of each segment to enable discussion by the trainees and to impress upon themselves and each other the importance of each aspect of hygiene and grooming.

SESSION II

This session includes discussion and the practical application of personal hygiene.

Trainees will discuss the need for bathing or showering daily and the importance of using soap and water. The cause of body odour will be discussed and the need to use a deodorant or anti perspirant.

The tools and equipment necessary for hygiene and good grooming should be itemised and discussed. These would include: soap, toothbrush/paste, comb, brush, shaving cream, razor, shampoo, deodorant, etc.

HAIR CARE

Hair care will also be discussed in this session. Each trainee will be required to nominate his particular type of hair - normal, oily, dry or problem hair, and the type of shampoo that is best used for his hair. Discussion will include how often each different hair type requires to be washed and how our activities or jobs can effect hair cleanliness.

Trainees during this session will be required to wash their own hair using the shampoo appropriate to his hair type. It is important that heavy emphasis be placed on the trainee being thorough in wetting and lathering all of his hair and rinsing his hair thoroughly after shampooing. The trainee should also be made aware that it is better to shampoo his hair in conjunction with taking a shower.

*The appropriate session of the slides and tape can be shown prior to session II.

*The importance of regular cutting or styling should also be encouraged.

SESSION III

SKIN CARE AND SHAVING

Tools and equipment required in this session are: a mild medicated skin wash, e.g. Phisohex, face washing granules, medicated face lotion, e.g. Action Lotion, blackhead removers, dishes, razors, lather cream, mirrors.

Trainees will be required to nominate their own skin type, either normal, oily, dry, patchy or problem skin.

Discussion will be held on the importance of keeping the face clean from the grit and grime which is attracted to the face from everyday living of work and play and how best to care for the skin and to clean the face, neck and back of blackheads and pimples should they occur.

Trainees will be encouraged during this session to learn to care for and treat their problem skin using steam, blackhead removers, the medicated skin cleansers and mild soaps, etc.

During this session, discussion will also be encouraged on the need for a healthy diet, fresh air, sleep and exercise.

SHAVING

Trainees will practise shaving firstly without a blade and then with.

SESSION IV

TEETH AND GENERAL HEALTH

DENTAL CARE

Trainees will discuss the importance of regular six monthly dental examinations. They will be encouraged to phone and make an appointment for an examination with either their family dentist or through the N.S.W. Dental Hospital.

This is also a practical session where trainees will learn the correct method of brushing their teeth and the necessity of cleaning their teeth after every meal.

DIET AND GENERAL HEALTH

Discussion will be held on the importance of a good, healthy diet. As a group project trainees will plan what they consider a healthy diet for one week and the variety of vitamins, protein and minerals necessary for a healthy body. This discussion will also take into account how an unhealthy or unbalanced diet effects many aspects of health such as skin, air, teeth, energy, etc.

The importance of sufficient sleep and exercise should also be discussed.

Those over or under weight should be encouraged to attempt to correct this by use of a better diet, exercise, sleep and medical assistance if necessary.

Diet charts are available from the N.S.W. Health Commission.

SESSION V

HAND AND FEET CARE

TOOLS REQUIRED

Soap, warm water, bowls, nail brush, chiropody foot sponges, manicure scissors or clippers, nail files, nail hardener.

Trainees will learn and practise the appropriate use of these tools and equipment. Discussion will also be held on the frequency these tasks should be performed in order to develop good grooming habits. The importance of washing and drying the feet thoroughly each day should be discussed as well as the need to wear clean sox each day.

Trainees should also learn to detect problems in this area such as tinea, dermititus, ingrown toenails, corns, etc., which may require more expert attention and know where to go to seek help for these problems.

SESSION VI

PROPER CARE AND CHOICE OF CLOTHING

Through pictures in fashion magazines, daily newspapers, etc., trainees will discuss what type or style of clothing and footwear is suitable for different occasions such as work, sport or recreation, dinner in a restaurant, job interviews, etc.

As a group project trainees will be asked to list items of clothing and the quantity they consider necessary for a basic wardrobe. Trainees will be encouraged to check their own wardrobe during the next week and list any item or articles of clothing they lack or feel the need to replace. A shopping expedition is held on session VII. Those who need to and can afford to buy an article of clothing are encouraged to do this as good practice towards independent living.

Discussion is also held in this session on quality clothing for money and the types of shops or stores where the best value for money may be obtained.

CARE OF CLOTHING

If a laundry is available or if time permits a laundramat could be visited to give a practical demonstration on caring for and washing and ironing clothing. Otherwise discussion may be held on being able to judge which items of clothing are not soiled and may be hung up and worn again.

When preparing for the cleaning of soiled clothing, emphasis need be placed on the fact that some items of clothing cannot be washed successfully and require dry cleaning. For clothing which requires washing, a practical demonstration should be given of the need to wash white and lighter coloured clothing such as underwear separately from jeans, etc.

Trainees should also be encouraged to practise ironing articles of clothing.

SESSION VII

Visit to shops to inspect and, where appropriate for trainees, to select and buy an item of clothing.

SESSION VIII

Through discussion and where available and appropriate, use the slides and tape as a revision for the entire program.

Encourage those who have commenced dieting to continue.

Discuss each aspect of the program and discuss the importance of personal hygiene and cleanliness to each group member as individuals. Encourage them to purchase items necessary and helpful towards cleanliness and good grooming habits.

Issue Post Test

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Grooming Group
Self-Rating Questionnaire for Boys

TEETH

1. My teeth are straight Yes/No
2. My teeth are clean Yes/No
3. My teeth have been checked by the dentist in the last 6 months Yes/No
4. My breath smells Okay Yes/No

Is there anything I want to change about my teeth Yes/No

1. I get toothaches and need dental treatment Yes/No
2. My teeth look and feel dirty Yes/No
3. I need to go to the dentist but am scared Yes/No

BODY

1. I have a shower every day Yes/No
2. I use underarm deodorant Yes/No
3. My weight is average for my height Yes/No

TICK WHICH ONE DESCRIBES YOU

4. My sitting posture is
   a) straight
   b) relaxed
   c) slouched
5. My posture tells people I am happy to be alive Yes/No

Is there anything I want to change about my body Yes/No

1. My skin looks grubby and I would like to learn to clean my skin properly Yes/No
2. I smell of perspiration but don't know what deodorant suits me Yes/No
3. I am overweight for my height Yes/No
4. I am underweight for my height Yes/No

TICK WHICH ONE DESCRIBES YOU

5. When I am talking to people I
   a) look over their shoulders
   b) look down
   c) look anywhere but at them

BODY CONT'D

TICK WHICH ONE DESCRIBES YOU

6. The expression on my face is usually

   a) bright and cheery
   b) gloomy and depressed
   c) scowling

7. When I talk to people I usually look at them Yes/No

FOOD

1. The food I eat keeps my body and skin healthy Yes/No

TICK WHICH ONE DESCRIBES YOU

1. The food I eat

   a) gives me pimples
   b) makes me fat
   c) keep me underweight
   d) is not really good for my health.
   e) is good for my skin and health

2. I should eat more green vegetables Yes/No

HAIR

TICK WHICH ONE DESCRIBES YOU

1. My hair is

   a) normal
   b) oily
   c) dry

2. I wash my hair

   a) once a week
   b) two times a week
   c) every two weeks

Would I like to change anything about my hair Yes/No

1. I have a lot of dandruff Yes/No

2. My hair needs styling Yes/No

HEALTH, HYGIENE AND GROOMING FOR MEN

HAIR CONT'D

3. I use
   - a) shampoo
   - b) only water
   - c) soap
4. My hair style suits my face Yes/No
5. I go to the hairdresser regularly Yes/No
6. I like the colour of my hair Yes/No

3. I let anyone cut my hair Yes/No
4. I would like to change the colour of my hair Yes/No

CLOTHES

1. My clothes are neat and tidy Yes/No
2. My clothes are comfortable Yes/No
3. My clothes fit me well Yes/No
4. My clothes are suitable for the occasion Yes/No
5. I have enough clothes to be able to have a choice Yes/No
6. My clothes are well cared for Yes/No
7. My shoes are usually clean Yes/No
8. My shoes are in good repair Yes/No
9. I have not had much experience choosing clothes but would like to try Agree/Disagree

Is there anything I would like to change about my clothes Yes/no

1. I choose clothes that don't suit my body shape Agree/Disagree
2. I choose clothes that are uncomfortable Yes/No
3. I choose clothes that don't suit me much Agree/Disagree
4. Someone else chooses my clothes Yes/No
5. I don't care much about clothes anything is good enough Agree/Disagree
6. I don't have enough clothes because I can't afford them Agree/Disagree
7. Often there are buttons missing or tears on my clothes Yes/No
8. My shoes often look dirty Yes/No
9. Most of my shoes need mending Yes/No

LIST THREE OF THE ABOVE WHICH YOU THINK MOST IMPORTANT TO CHANGE FOR MYSELF RIGHT NOW CIRCLE THREE

1 2 3 4 5 6 7 8 9

HEALTH, HYGIENE AND GROOMING FOR MEN

FACE

1. The skin on my face is clear and fresh Yes/No

TICK WHICH ONE DESCRIBES YOUR SKIN

2. My skin type is
   - a) normal
   - b) oily
   - c) dry
   - d) patchy
3. I don't need to shave yet Agree/Disagree
4. I need to shave but would like to have some more practise Agree/Disagree

1. I would like to get rid of my pimples Yes/No
2. I would like to get rid of my blackheads Yes/No
3. I would like my skin to look fresh and clear Yes/No
4. I need to shave but don't know how Yes/No
5. Sometimes I shave but don't do a good job Agree/Disagree

HANDS

1. My nails are usually clean and look nice Yes/No

Is there anything I want to change about how my hands look Yes/No

1. My nails are well shaped Yes/No
2. My hands and nails could be cleaner Yes/No
3. My knuckles are dirty looking Yes/No

FEET

1. Often my feet are tired and aching Yes/No
2. I don't worry about doing my thing about my feet because no one sees them. Agree/Disagree
3. I think my feet are ugly Agree/Disagree
4. My feel smell Agree/Disagree
5. My feet are always itchy Yes/No

STAGE II

EXTENSION PROGRAMS

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UNIT 1

Problem Solving

Each trainee shall:

1. Identify problem.
2. State problem
3. Causes for problem.
4. Measures to prevent re-occurance.
5. Solutions to problem.
6. Discuss merits of solutions proposed.
7. Discard unlikely solutions.
8. Agree to try one solution.
9. Try solution
10. Satisfactory - Yes?, No? Next Solution?

Role playing of strategy:

'Soapboxes'

Each trainee shall present a problem - a solution shall be presented - the solution shall elicit reactions for and against.

Problems

1) I think that people who smoke should not do so in public.

2) I think that noisy transistors or any other noise pollutants, should not be allowed

3) I think that we waste too much food.

4) I think that women, at home with young children, should be given a benefit, if there is only one wage earner.

5) How can the inconvenience of a permanently damaged public phone be overcome?

In order to narrow the problems being considered, pictures from FOCUS Involvement were selected.

3	Girl banging fist on candy machine
6	Girl teasing another girl
8	Boy not knowing which door to select
9	Boy arguing with mother turning off TV
10	Boys fighting during baseball game
11	Boy reluctant to dive from diving board
12	Boys excluding other boys from conversation
16	Principal directing girl to her office
35	Girl on telephone and sister waiting impatiently
38	Girl trying to get teacher's attention

SOCIAL SKILLS - EXTENSION PROGRAM

1. One problem that I wish the group would discuss is ....

....

2. When I have a problem, I usually ....

3. In solving problems it is most important to ....

....

4. One problem that almost everybody has is ....

....

5. I think that most problems with other people are caused by ....

....

Identification of own problems

Sheets distributed

Q. One problem that I wish the group would discuss is ____________________

Q. When I have a problem, I usually ____________________

Q. In solving problems it is most important to ____________________

Q. One problem that almost everybody has is ____________________

Q. I think that most problems with other people are caused by ____________

Group, from answers given, work through problem solving strategy.

Group identify who else can help them with problems

- anonymous
- friendships networks
- agencies

Social Skills Problem

"You are flatting and you have to cook a sustaining meal. What can you cook?"

Skills involved

- Constructing budget - for this case, one meal.
- Shopping for goods
- Use of appliances
- Health & hygiene aspects
- Cooking of food
- Dining
- Leaving work area, etc., clean & tidy

SOCIAL SKILLS - EXTENSION

Problem Solving - Practical

"You have to work in a strange town. You need somewhere to board. What are you going to do?

Discussion of reasons for and against:

1. Hotel
2. Boarding: Hostels
   Boarding House
   With person - private home
3. Flats: With a group
   Single
4. House: Sharing

Q1. How expensive, for different places, is:

1. Board
2. Setting up, e.g. furniture, linen, utensils
3. Overheads: gas, electricity.

Q2. How will sharing rules be set up for in a flat or house?

1. Food purchasing, bill payments.
2. Housework
3. Cooking
4. Noise
5. Privacy
6. Bringing friends in
7. Hidden items

Q3. How will you entertain yourself on the weekends? What can you do that is not expensive?

Have group explore ways to use facilities which are available, e.g.

1. Free entertainment - say, Opera House
2. Harbour use - ferries, Domain, Botanical Gardens, The Rocks.
3. Getting inside buildings, e.g. Art Gallery, Museum, Applied Arts and Sciences, etc.
4. Bus Trips - out to Avalon, Palm Beach for day.
5. Train Trips - to National Parks, Wollongong, etc.

Objective: to get them to arrange and actually go on weekend day-trip.

Q4. What services will you need to be close to if you're in a large city?

. bus
. train
. ferry

Problem

"You want to buy a car. You can't afford a brand new one, so will have to buy one second hand. What will you do?"

Discussion re:

1. Price
2. Model and year desired
3. Salesyard or private sale
4. Other expenses - Insurance
   Registration
   Running Costs
   N.R.M.A.
5. N.R.M.A. Inspection

Problem

"You are bored and feeling a little bit blue. You decide that you'd like to cook a meal and have some fun doing it. Want to try something different?

Objective: to use stove
to use kitchen utensils
to follow directions
to measure quantities
to make a list of requirements
to allocate share and responsibility
to cook hygienically and safely
to set table
to eat meal observing table manners
to make pleasant conversation

UNIT 2 INDEPENDENCE, INITIATIVE

Cook a complete meal.

Meal:

a. Fruit Juice
b. Herbed Chicken
   Salad
c. Baked Apples and Custard

Requirements:

Food	Utensils	Activities
Apples/Oranges	Blender	Wash hands
		Clean work area
		Use correctly
		Clean
Chicken	Stove (Gas)	Clean chicken
oil	Baking Dish	Prepare
herbs	Alfoil	Wrap in foil
orange		Clean stove
lemon		Time chicken
salt		Cues for readiness
Salad		
Lettuce	Salad Bowl	Wash ingredients
Tomatoes	Knives	Cut neatly
Onions	Salad Servers	Tear lettuce
French Dressing	Chopping Board	Toss lightly
Carrots	Colander	
Tin Corn Niblets	Tin Opener	
Dessert		
1 Cooking Apple	Knives	Coring Apples
Sultanas		Stirring Custard
Custard - milk	Wooden spoon	
sugar	Saucepan	
vanilla		

Set Table:
- glassware
- cutlery
- table cloth - flowers

Tidy Kitchen:
- cupboard tops
- stacking up
- removing rubbish
- washing up
- wiping up
- cleaning surface areas
- sweeping out
- returning items to cupboards
- wiping stove
- sweeping floor

SOCIAL SKILLS - EXTENSION PROGRAM

1. Cook breakfast

What to have for breakfast? What did you have? Consequences.

1. Good meal - why?
   . nourishment after long break.
   . need to work on it.

  1. Roughage
  2. Protein
  3. Fruit
  4. Fluids

1. Museli)
2. Eggs/Meat) Toast + spread
3. Orange/Apple - Juice)
   Coffee)

So easy, quick.

1. What sort of eggs?

  1. Fried
  2. Poached
  3. Omelette
  4. Scrambled
  5. Boiled
  6. Egg in basket
  7. French Bread

Decide what to bring:
each person.

Let rules for kitchen be generated from lesson last week:

Let them sort our mainly:

1. Food required.
2. Utensils required
3. Extras required, e.g. oil, matches, plates.

Let trainees cook a breakfast with minimum supervision.

Let trainees set table for breakfast.

Let trainees .light stove
.wash up
.wipe up
.clean cupboard-tops
.clean floor
.dispose of rubbish

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UNIT 3 SOCIAL SKILLS - EXTENSION PROGRAM

Emotions

Objective: To have trainees recognize emotions within themselves.

To have trainees recognize non-verbal cues used to express emotions.

To have trainees label emotions appropriately.

Aids: Construct non-sense painting by splashing paints of various colours on one side of page. Fold page in half while paint is still wet, then press. Open out and allow to dry.

Method:

(a) Firstly have trainees view the paintings.
Present a form with sentences.
Painting A makes me feel ...
The trainee has to fill in the missing emotions.
If the trainee refuses to fill in the missing emotion, proceed with other paintings, then come back.
Don't let trainee express the emotions in terms of imagery, yet
e.g. Painting A makes me feel like a hungry dog.
and also stress that the thought they write down is theirs alone.
So, try to avoid having the group calling out what they might write down.

Then when all the sentences are filled in. Have a group discussion for each picture and explore the different emotions that the painting evoked, but always with the knowledge that each person's response is relevant only to him or her.

Secondly,
Have the trainees complete the sentence Picture A looks like a ...
Where the trainee supplies a concrete term.
e.g. Picture A looks like a friendly tree
Again, have the trainees keep their own ideas for themselves.
Sometimes some paintings may be a threat to the trainee, so be sensitive and perceptive in asking the trainee to put down his answer. It may be that a response to a painting may be so threatening that it is better to go onto the next painting, but perhaps mention this high anxiety on the part of the trainee to the psychologist, so that the trainee may be helped to explore this situation which is so threatening to him.
Again, after the sentences are completed have the group discuss their ideas as to what the paintings represent, but with no value judgments made on the part of instructor or trainee.

(b) Roleplay
Now that trainees may have a clearer idea of the range of emotions, let the trainees roleplay various situations. These can be videod and replayed with discussion centering on non verbal and verbal cues given by emotions.

Some ideas for roleplay are:

1) You've just found out that your pet has been badly hurt: you feel sad.

2) You've just been given a birthday present you've always wanted. You feel so happy.

3) You've just found out that you're going for a trip to Fiji. You feel excited.

4) You've just found out that a big dog bit your puppy. You feel angry.

5) You've found out that you've been hurt. You really want to do something nasty. Show us nasty.

6) You've decided to walk over some dangerous rocks. You feel scared.

7) You've just found out that you'll be late for an important meeting - you are worried.

8) You know that you can do this job very well, you feel very calm.

9) Things aren't going well, you feel depressed - things won't get better.

10) You have to go for an interview, you feel so nervous.

11) You feel absolutely worn out and exhausted - anything more and you'll scream! You feel absolutely frustrated.

a) Sometimes I feel like ....

....

b) Times when I wish I didn't have feelings are ....

....

c) Something which can really make me sad is ....

....

d) Something which can really make me happy is ....

....

e) Something which can really make me afraid is ....

....

f) Something which can really make me angry is ....

....

g) It would hurt me if ....

....

h) I feel strongly about ....

....

i) When I want to control my feelings I ....

....

j) If all people felt the way I do they would ....

....

Conflict:

1. Major
2. Personal

1. What is conflict?
2. How do we handle conflict?

   a. Major
   b. Personal

Rules are present to deal with conflict at major level.

What are some major conflicts?
What has been done?

A. 1. South AFrica
   2. Riots ...
   3. Women's rights
   4. Union conflicts.

But on a personal level

B. 1. Courts
   2. Police
   3. Shop Stewards
   4. Omsbudmen
   5. Social workers
   6. Marriage counsellors
   7. Friends

What do we use?

Appeals to higher authority
Manners - Courtesy
Negotiations.

Q: How do you personally overcome conflict?

1. How is conflict defined?

Important to:

1. define events leading up to conflict especially event that triggered it.
2. The more narrow defined - the easier to resolve
3. Winning or losing causes bad feeling & mistrust via manipulations, etc., but if joint problem creative solution.

   1. communication is open
   2. trust is developed.
   3. participants are friendly

So (1) Define problem
- both sides
- how appropriate is behav
  both to situation at hand
- what is smallest defn. of problem
- what are areas of difference
- what are areas of agreement

(2) Diagnose causes
- state other persons behav. that you find unacceptable.

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- state your behaviours the other person finds unacceptable.

(3) Generate possible solutions

(4) Decide on mutually acceptable solution.

(5) Implement solution

SOCIAL SKILLS - EXTENSION PROGRAM

To explore coping behaviour.

Situations:
1. at home.
2. at work
3. during entertainment

Q: what ways have you learnt, from other sessions to cope with situations that annoy you.

e.g. At home

1. Your little boy/sister always comes in and uses your own cosmetics/ shaving gear and this really annoys you.

   1) Problem solving.

      1. Identify problem
      2. Narrow problem
      3. See both sides
      4. Compromise (if possible)

then also use

   2) Relaxation Methods

      1. Mental relation, thought stopping, etc. or

   3) When you have situation in hand use assertion techniques if necessary.

Let group discuss and modify, if necessary, what steps they might take.

Roleplay the situation

Repeat this for structure for

2. At work

Your boss says that you make too many rejects. What can you do?

1. Problem solving
2. Relaxation
3. Assertion (if necessary)

3. During social gatherings

A young child, the daughter of your father's boss, is at the staff barbecue. The young child thinks it's funny to shake a soft drink can and point it at you several times. She takes no notice of her parents. What can you do?

1. Relax
2. Problem solving.
3. Diverting/Ignoring/Going away.

Visit to Court

1. to identify various roles enacted in courtroom.
2. to identify layout of various courts.
3. to observe manner in which evidence is recorded.
4. to observe court etiquette.
5. to observe robes and listen to language used in court.
6. to observe use of non-verbal language.

Group visited Parramatta Courts of Petty Sessions.

Group discussed what they had observed immediately following visit.

ASSERTIVE TRAINING

EXTENSION COURSE, STAGE II

A course of four, two hour sessions designed to extend trainees' awareness of and ability to employ assertive techniques across a variety of situations and people.

Prerequisite to this extension course was the Assertive Training Course, Stage I

ASSERTIVE TRAINING PROGRAM EXTENSION COURSE

PROGRAM

UNIT I

a) Assertive Behaviour
Nonverbal and verbal components.
Need for parity.

b) Nonverbal Components
eye contact
posture
distance

c) Verbal Components
latency
loudness
affect

UNIT II

Simple Requests
Simple Refusals
Expressions of opinion and feelings
Expressions of positive and negative feedback
Techniques for assertion when single responses are not sufficient alone.

a) offensive, and
b) defensive techniques

UNIT III

A. Offensive Techniques

i) Time out
ii) Repeat back
iii) Broken record
iv) Reversal
v) Free information

UNIT IV

B. Defensive Techniques

i) Anger starvation
ii) Negative assertion
iii) Clipping
iv) Flipping
v) Fogging

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ASSERTIVE TRAINING EXTENSION PROGRAM

UNIT I

Review the differences between passive, aggressive and appropriately assertive behaviour.

Sessional Goal

To increase individual control over the nonverbal and verbal components of assertive behaviour.

Procedure

Nonverbal Components

1. Eye Contact

The trainee is coached to look people in the eye, or around the region of the eyes, when talking to them.

Since too little eye contact is perceived as passive, and too much as aggressive, trainees are taught to confront, glance away, confront, etc.

An aggressive attack can be countered by silence combined with increased eye contact. Trainees are taught to wait for the attack to subside before replying.

2. Posture

The more relaxed asymmetrical positioning of the body is encouraged in preference to the stiffly formal and rigid symmetrical position. A full length mirror or videotape recorder can be utilized here to allow trainees to view the effects of posturing and asymmetry on others.

Allow time for experimentation.
Stress the more relaxed, assertive positions.

3. Distance

Pair trainees and ask pairs to stand opposite each other, at opposite ends of the room. Slowly pairs move towards each other until both reach a distance from each other they find is comfortable for standing and conversing. This will, generally, in our culture, be between 1½ to 3 feet apart.

Any closer than 1½ feet will be perceived by others as aggressive, and an intrusion into personal body space. Trainees who violate this personal space are coached to move back to a more acceptable distance.

Further apart than three feet may be perceived as passive, and again trainees are coached to lessen the distance where necessary.

Rehearse stepping forward; stepping back; leaning forward; leaning back; when in conversation, and when

a) standing

b) seated

Roleplays

1. Being attacked verbally while seated.
   Trainee is coached to lean back while attack mounts, but as it subsides, to lean forward, eye contact, and deliver the assertive point.
2. Being attacked verbally while standing.
   Trainees can step back, or move foot position to lean back slightly, then to move forward when attack ends.

Verbal Components

1. Volume

Too low a volume will be perceived as passive, too high a volume as aggressive.

Trainees can rehearse low and high volume and its effects on other interactors, as well as upon themselves, by use of tape recorders and videotape recorders. Roleplay simple requests, directions, instructions, and "no" situations and monitor volume across situations and across trainees.

2. Affect

If the voice fails to transmit feeling or interest, the actual words spoken can be lost completely. Trainees rehearse statements so that appropriate interest or feeling is conveyed by the voice, rather than flatness, which may be perceived as passivity or boredom.

Train voice modulation by modeling techniques and the use of tape recorders for inflections, pauses, speed and tone.

3. Latency

Latency or the length of time before reply is an important element in assertion. Too long a latency will be perceived as passive, but interruptions or very short latency may be perceived as aggressive.

Where trainees have problems in long latency - this may be due to confusion, surprise, or passivity, timidity.

Trainees are coached to use fill-ins to reduce the latency period within 1 to 2 seconds of the termination of the other's response, for example"

- "that surprises me"
- "gee, let me think about that"
- "is that so - that's a surprise"

Where the problem is frequent interruption, the trainee is coached to wait and let the other person finish before adding their contribution. The use of group and self monitoring procedures are invaluable.

ASSERTIVE TRAINING EXTENSION

UNIT II

Review of content of Session I Assertion Techniques

Nonverbal - eye contact
- asymmetry of body position
- distance from interactor: close/distant

Verbal - latency - use of "fillins"
- loudness, volume
- affect

Procedure

a) Making requests - Coach to make and receive request and refusals without guilt or fear.

b) Accepting refusals - Group divided into pairs. Utilize nonverbal and verbal components as above.
Roleplay situations where requests are given and acceptances and/or refusals are received.

Roleplays

1. One member asks another to come and see a particular movie.
2. Ask for assistance in washing the car before going out on a picnic.
3. Ask for loan of money.

Expressions

Giving and receiving compliments
Coach to give and receive gracefully.

Giving and receiving negative feedback
Coach to receive without counterattack.

Roleplays

1. Group in pairs.
   One member compliments other on clothes or hairstyle.
   Other receives and responds appropriately.
2. One member plays storeman who criticises trainee for not returning tools after use. Second trainee receives negative feedback using techniques of distancing eye contact, latency and affect.
   Appropriate reply.

3. One trainee roleplays foreman who criticises the high reject rate on an assembly job. Trainee receives negative feedback appropriately.
4. Trainee has left box in passageway - foreman criticises as poor safety procedure. Trainee responds appropriately.
5. Trainee is subject to verbal attack for not having taken garbage can out (home situation). Trainee accepts and responds.

Videotaping Roleplay situations can be invaluable for identifying weak areas and allowing trainees to watch their progress performance.

The aim in these Roleplays should be to achieve mastery of the situations and techniques, so that generalization to the workplace itself will occur.

UNIT III

Goals

1. To learn what offensive techniques of assertion are available to use when simple answers, refusals or expressions are not enough to get the message across.
2. To learn when to use these techniques.
3. To practice how to use these techniques.

Discuss

What is the difference between an offensive and a defensive position?

Have trainees suggest examples of offensive and defensive positions - refer to football, judo, basketball, etc., to help clarify.

Group Leaders Explain that offensive techniques, in assertion, are to be used when simple requests, refusals and expressions are not enough and fail to communicate what is intended.

Points to Group Leaders

A trainee is always coached to use requests, refusals and expressions first. However, there are times when that is not enough, sometimes because the situation is more complex, as when a trainee is trying to initiate a social contact, sometimes because the other interactor is not listening to the asserter, or sometimes because the trainee is not sure what is wanted or exactly how to handle the situation. Mitchell states that the following techniques were not invented by assertion trainers, but are merely structured interactions that various trainers have identified as ways that assertive people interact when simple requests, refusals or expressions are inadequate. The techniques are given short "catchy" names so that the client can remember them in stressful situations. It should be clearly communicated to the client that these techniques are not used unless necessary, and are terminated as soon as possible. In varying degrees they are "gamey" and, therefore, dangerous to use as standard ways to relate to other people.

Offensive Techniques include

- Time out
- Broken Record
- Repeat Back

- Reversal
- Giving Free Information

Time Out

The time out technique is the first one taught in assertion training. It is actually used in both request and refusal situations and is used whenever the asserter is unclear about what they want. As stated previously, if the goal of the interaction is unclear, the asserter will usually lose. In the training, the asserter is coached to terminate any interaction where they are not sure what they want, and make an appointment for reinitiation of the contact. Thus, if the asserter gets a phone call that is surprising and is unsure whether he wants to request or refuse something, he is coached how to terminate in a fashion such as this:

> "I've got to get some information before I deal with this.
> I'll get back to you in about 5 minutes"

The asserter takes the 5 minutes to collect his thoughts, and perhaps to talk to someone else about what has just happened and then returns the call. It is essential in a time out to specify a return of contact and for the asserter to reinstitute contact as promised. (Mitchell)

Time outs can be very short, such as:

> "Let me think about that for a minute ... silence (and presumably thinking)".

The asserter is coached and practices not to try to clarify his goal by allowing a confusing interaction to continue, but to request time out in whatever way is appropriate. Going to the bathroom, opening or closing a door or window, getting coffee, lighting a pipe, picking up something and even with people who understand time out, directly requesting it, are appropriate. A modified time out which has proved useful in primary school classrooms is the "gripe box". Any request, refusal or expression the student has is written and put in a "gripe box" (with the obvious exception of those which have to be handled immediately). Once a day (toward the end of the school year it can be done as few times as once or twice a week) the "gripes" are handled at once. Teachers who have used this time out procedure have found that most problems are solved by the time they open the box to take care of them. (Mitchell)

Procedure

TIME OUT can be used in both request and refusal situations.

The asserter is coached to cancel any interaction where he/she is not sure what is wanted. He can then gain time to think and make decisions.

Examples of time out are:

a) going to the bathroom
b) dropping something, pausing to pick up
c) getting coffee
d) lighting a pipe
e) "Let me think about that for a minute" ... silence ... then reply, or
f) I need to get some more information before I deal with this. I'll get back to you in about 5 minutes. Take 5 minutes, then ring back.

Situations to roleplay and apply time out procedures

- asked out for date with someone you're not keen on, but to a film you really want to see.
- conversation turns to focus on something you feel uncomfortable about.
- a request is made for you to look after small children on your day off.
- boyfriend/girlfriend asks you to come to their place and discuss a problem. You're unsure about what you want to do.
- asked to work overtime. You had planned on going out. The money would be handy.

The trainees might like to propose other problem situations in which they have found themselves and for which time out procedures may be appropriate.

N.B. Caution as to excessive use of time out or, indeed, any of the following procedures. They are tools which, when used sparingly, are effective and beneficial but, like all tools, they can be abused.

Broken Record

Broken record is also used with requests, refusals and expressions. In the use of this technique, the asserter is coached and practices sounding like a broken record. The key phrase is, "but the point is ...". The asserter practices listening to, but not responding to anything which is off the point he wishes to make. If the asserter knows he has a certain point to make, and also knows that he has difficulty staying on the subject with a certain person, he can write the point down and memorize it prior to starting the interaction. If an important side issue comes up, the asserter is coached and practices such lines as "I want to talk about that as soon as we settle this ...". If the asserter says he is going to address a side issue later, he is coached to always do what he has promised.

Roleplays

1. Return damaged goods to store and have them replaced. Use broken record to ensure the goods are accepted and replaced.
2. Refusal to go to the races with a group of friends. They will not accept your initial refusal. Be assertive - use broken record.
3. In a discussion you are never able to get your opinion across. Use broken record so that you do succeed.

Repeat Back

Repeat back is used when the asserter does not think the other person is hearing or understanding what he is saying. It requires coaching and practice because it takes tact to ask the other person to repeat back without saying, "tell me what I just said because I think you are too stupid to understand it". Rather, the asserter says practice phrases like, "what do you think I am asking for" or "what do you understand my position to be"?

Roleplays

1. A door to door salesperson has been ignoring your refusals. Ask for a repeat of what your position is.
2. A friend who is always borrowing money, but never returning it, asks for a loan. He refuses to acknowledge your refusal. Use repeat back as an offensive technique.
3. A misunderstanding occurs about arrangements for Saturday night. Make sure you clarify the position by using the repeat back technique. Clarify arrangements for meeting, time, place, etc.

Reversal

Reversal is used when the asserter has asked for something and it is becoming obvious that the request is unlikely to be granted; however, the other person has not said "no", they have merely given a lot of reasons why the request is unlikely to be granted. An example might be that the asserter asks for a certain piece of equipment to do his job better and is told of all the budget problems, but is not told "no". At this point the asserter should ask, "are you telling me that we will not get the equipment this budget period"? The asserter requests a direct "no". There are two reasons for this tactic. Mitchell reports that in about 10-20% of such cases the asserter will get a very shocking reply, i.e. will get the equipment despite all the excuses. In the other cases, the asserter will get the direct "no" (he was going to get an indirect one anyway, so he actually loses nothing). However, the likelihood of a "yes" to his next request at a different time for a different thing is increased. People seem to remember their direct "no" answers more clearly than their indirect ones, and in their attempts to be fair with others, balance out "no" and "yes" answers.

Roleplays

1. You wish to borrow the family car for Friday night. You ask Dad but, instead of a "yes" or "no", you are given a number of excuses - the number of careless drivers on the road, the insurance costs, the brakes need adjusting soon.
   Ask for a direct answer - "Are you telling me I can't borrow the car Friday night"?
2. You ask your employer for a day off as you want to take a member of your family to hospital. You are told about the cost of workers, production, wages, etc., but no direct answer.
   Use reversal to get a direct answer.
3. You ask a friend to help out with some work around the house you'd been planning. You are given a lot of reasons, but no direct answer. Using reversal, ask for a direct answer.

Free Information

The free information technique is the most sophisticated and most difficult to teach. It is used to initiate and maintain a conversation, i.e. make a social contact. The asserter is first taught the difference between open and closed questions. Closed questions are those which can easily be answered by "yes" or "no" responses or by short answers. Such as "don't I know you from somewhere"? or "do you live around here"?, etc. Open questions encourage more information being given (they don't guarantee it) and are usually How, What or Why questions.

Such as "What sort of films do you like watching"?
"How do you feel about hitchhiking"?

The asserter is taught to be careful of "why" questions because they have a tendency to be negative unless the tone of voice is interrogative instead of evaluative.

Group leaders can present some prerecorded tapes of interviews on the radio talk shows or television interviews, and ask trainees to decide whether the questions asked are open or closed.

Examples can similarly be presented for interrogative questions and evaluative questions. Discuss the difference and then try asking questions around the group and identify the type of questions being asked, e.g. "Do you like chocolate cake"? "What sort of cakes do you like"? etc.

The point to be stressed is tnat a short response from a closed question is more likely to close the conversation. Open ended questions will be more likely to promote conversations, for they will often encourage the interactor to provide free information.

The next phase is for the asserter to identify the free information which the other person gives in their answer. Free information is information which was not specifically requested by the questions. Again, a good homework assignment is to listen to interviews and identify what the responder said which was more than specifically asked for. The asserter practices asking open questions and identifying free information in the group. The asserter is also taught to assess at this point, i.e. if the asserter asks open questions and gets repeated closed answers without free information, then it is probably that the other person is not interested in contact.

The third phase is to follow the free information which the responder gives. Since free information is freely given, it is of high interest to the responder. The asserter should pick information areas in which s/he has something to offer, or areas in which s/he is interested, and pursue those.

The fourth and final phase is for the asserter to offer free information about themselves (disclosure) at approximately the same level of intimacy as the responder. If the responder follows the asserter's free information, contact is made. If the responder continually does not follow the free information of the asserter, then the asserter should assess that contact is one sided, and should evaluate whether they wish to continue the contact or not. After two of three such one-sided conversations, the asserter is encouraged to look elsewhere for social reinforcement.

Roleplays

1. You are at a Disco. Initiate and maintain a social encounter with a person of the opposite sex.
2. You have been introduced to a person of the opposite sex you were keen to meet. Now maintain the conversation, and give and receive free information.
3. During a conversation all your questions are cut short with chopped answers and minimal information. Handle this situation.

Practice a number of roleplays initiating, maintaining and terminating social contacts in a pleasantly assertive style.

Watch out for timidity/passivity or aggression.

Note to Group Leaders

The key point with all these techniques is practice, not insight. As simple as they sound, they are difficult to do, and difficult to remember to do under stress. The issue is not that the person understands what he should do, the issue is that he practices until he is relatively calm, proficient and that he then remembers to try them in the real world interactions.

ASSERTIVE TRAINING EXTENSION PROGRAM

UNIT IV

Defensive Techniques

a) used when asserter is trying to refuse
b) or when defending self when being confronted.

Three Offensive Techniques can be used as defensive ones:

1. Time out - asserter unclear whether they want to refuse or not.
2. Broken Record - when asserter not sure what is being requested of him or conversation continually being led off the point.
3. Repeat Back - when asserter does not think the other person is hearing the refusal.

Other Defensive Techniques

4. Anger Starvation - the reverse of free information.
    a) when under attack - offer minimum free information until the attack has subsided.
    b) when attack subsided - asserter addresses only the point at issue, using broken record to keep the conversation on that point.
    c) don't offer free information in other areas, but full information in the area under dispute.

Roleplay for on-the-job situations and common home situations where trainees perceive themselves as under attack.

5. Negative Assertion - this technique is used when the asserter is under attack and is in the wrong. In negative assertion, and this really requires a lot of coaching and practice, the asserter admits to the fault and shifts to a positive point right after the admission. What the asserter is taught is not to defend when he is wrong and not to defend in weak areas. For example, the asserter comes in late to work and the boss says, "you are late", the asserter might reply "yes, and I know that is unusual since I'm usually on time". One key to this is the asserter does not say "yes, but" he says "yes, and". In the role play the asserter

practices ways of admitting and not defending an error and ways of then shifting to something positive.

In some cases the simplest and best thing to do is to assertively accept those things which are negative about the self, and to respond in that vein.

For example, when confronted by a critical or hostile manner about an error which has been made or some task which has been forgotten or not done to satisfaction, the asserter can cope assertively by admitting the error.

"You certainly made a botch of that job" (criticism)

"You're right. I certainly did botch that, didn't I"?(negative assertion)

or "That dress looks awful on you, Peggie!" (criticism)

"I was worried about that. This latest style just doesn't suit me at all, does it?" (negative assertion)

In a delicate situation requiring refusal it is important to shift the negative assertion at some stage to a positive. In the case where refusal to go for a drink with a friend on one occasion is met by a response, "I thought we were friends", the positive can precede the negative assertion, e.g. "I am your friend and I really do want to do things with you, but I don't want to go out tonight".

Roleplays

1. You are criticised for your slowness and inefficiency on a work task. Reply using negative assertion.
2. The haircut you've just had is so short a friend criticises it. Reply using negative assertion.
3. You were supposed to return an item to the store for your supervisor. You forgot, and he approaches you with the offending item. Use negative assertion to meet this attack.

In negative assertion, the asserter avoids being manipulated into excessive guilt and anxiety or into denying the error and becoming over defensive or aggressive.

In situations where persistent criticism or attack is present, assertion via techniques other than negative assertion may be necessary.

6. Negative Inquiry

Our response to criticism can range from passivity to denial, to self defense to aggression.

The skill of negative inquiry teaches the active prompting of criticism in order to use the information where it is helpful, or to exhaust the attack where it is manipulative.

Negative inquiry prompts the critic to be more direct and assertive and less dependent on manipulative games. Communication can be more honest and steps can then be made to problem solve where necessary.

Conflict or criticism from friends or relatives over dressing style, not being on time, division of household chores, budgeting, social flirtations, work responsiblities, are often subject to manipulation. The critic may not be assertive enough to deliver honest feelings, thoughts, etc., and may instead deliver blanket statements and excuses without bringing up the real cause of conflict.

Negative inquiry can facilitate real negotiation of personal likes and dislikes and lead to workable compromises.

For example, one person enjoys staying around the house on time off, another wishes to go canoeing. The first may attack canoeing as an activity - it's too far to go, there's other work to be done, the weather isn't suitable. The real reason - "I'd really prefer to stay home and read my book, do my gardening, etc." remains hidden.

The asserter can be coached to inquire, "I don't understand. There must be some other reasons for not going canoeing besides the distance and weather and other work. What else is wrong that you don't want to go?"

The real reason is now more likely to be given and some sort of compromise could be worked upon.

Roleplays to practice the skill of Negative Inquiry

1. Conflict arises over the division of household jobs. The main problem is taking out the garbage can. Use negative inquiry to discover why you are detailed to do the garbage consistently.
2. Between boy and girl friends a conflict arises over flirtation behaviour of one. Use negative inquiry to discover the real problem source.

7. Fogging

Fogging is a skill which teaches acceptance of criticism by acknowledging calmly to the critic that there may be some truth in what is said. The asserter using this skill allows himself room to be his own judge, however, and do what he personally considers best.

Criticism can be accepted without discomfort, anxiety or defensiveness and no reward is given to the manipulative critic.

Fogging is perhaps one of the easiest techniques for trainees to master, and has met with considerable success in our client population.

Again, like negative assertion and negative inquiry, the asserter is instructed NOT to deny the criticism, not to get defensive and not to counter attack.

Instead, the asserter acts as if he were a fog bank.

Smith (1975) describes fog as persistent, offering no resistence to penetration and unaffected by attack. Similarly the person responding like a fog to manipulative criticism, offers no resistence, remains independent and nonmanipulable, and is eventually left alone.

The technique is used as follows:

1. agree with ANY TRUTH in the statements people use to criticize us, e.g. "That's true - I was out late again last night, Mum".
2. Agree with any POSSIBLE TRUTH in statements people use to criticize us, e.g. "That's probably true - if I didn't stay out so late I would get more sleep".
3. Agree with the GENERAL TRUTH IN LOGICAL statements people use to manipulate us, e.g. "You're right, Mum. Getting too tired could mean you get sick more easily. So when I feel the need, I'll stay home and relax".

The asserter, by fogging, that is by agreeing with the statements, but by remaining independent, with the intention of making decisions personally and not being manipulated into a dependent position remains in control.

Group leaders can model a situation where fogging is used to cope with criticism, as above. The group should then divide into pairs, one trainee playing the assertive role of fogger, the other the critical role, or foggee. The criticizer can begin with negative comments on the other's clothing, hairstyle, work attitudes, and gradually build up to personality variables. The assertive fogger handles all criticisms using the technique outlined.

When some degree of competence is gained in the roleplay, reverse roles.

Groups can then be enlarged to threesomes or foursomes - the additional people acting as coachers or observers.

Practice roleplays could include criticism of:

clothes, style and taste
ability on the job

speed and accuracy rates.
social encounter expertise, etc., etc.

The list is enormous.

8. Clipping

The technique known as clipping is a useful one to be used especially in situations in which the asserter is unsure if s/he is right or wrong, or under attack or not, yet the tone sounds like it.

The asserter simply answers with minimum information or a "yes" or "no". There is no defense, and no information until the attack is clear.

The unassertive person is often quick to defend at the slightest hint of attack, and this tendency encourages more attack. With clipping the trainee learns to wait until it is clear whether an attack is coming, and on what grounds. This needs a great deal of practice and, to be an effective skill, discrimination in when to use.

9. Flipping

Flipping is a skill which in essence involves the offer of a workable compromise to the other person.

When in a refusal situation and you feel uncomfortable about a refusal or an acceptance, the question can be flipped - so that an alternative response is given rather than a "yes" or "no".

For example, a friend asks you over to his or her house and you can't decide whether you want to go. Instead you can flip - ask yourself if there is a request you would rather make, other than accepting or refusing; suggest some place to meet instead. Thus the original request is counteracted with an alternate request (Flipped).

A clear distinction between behavioural responses which are timid, aggressive and self confident and assertive is drawn by Mitchell and White in their audio cassette Session Four, Assertive Training from the program, The Prevention and Self Management of Anxiety, Stage II.

Numerous everyday situations are presented with a range of possible responses to these. Faced with such ordinary situations even the most self confident person often seems at a loss. For lack of assertiveness in one situation does not necessarily mean a lack of assertiveness in all situations, and the seemingly competent and confident person may crumble when faced with a particular interaction.

Trainees can be encouraged to identify particular areas of deficit in assertiveness, and to practice the skills developed throughout the preceeding sessions. Charting and recording of gains can be carried out systematically, and emphasis placed upon the generalization of skills to the real world.

For instruction in additional techniques which can also be used in the development of assertion, such as thought stopping, relaxation, etc., refer to the Behavioural Self Management Program, Stages I and II.

ASSERTIVE TRAINING EXTENSION PROGRAM

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SELF MANAGEMENT

This program in Self Management was designed to further the individual's advances in learning to manage his/her anxiety, both in general and in specific problem situations.

It is an extension of the Relaxation Program "The Prevention and Self Management of Anxiety", Part I, by Mitchell, Piatkouska and White, in which trainees became more aware of their own behaviours and reactions and worked towards developing skills in relaxation and self management of tension and anxiety.

The aim of an extension program is to increase the skills available to trainees to self monitor and self manage their own behaviour.

The Prevention and Self Management of Anxiety, Part II, Program by Mitchell and White does provide a structured approach whereby additional skills are presented for this purpose.

Unfortunately, this Part II audio cassette program relies almost exclusively upon a relatively high level of verbalization input, as the program was designed for a university student population. Consequently, the attention and memory components necessary to cope with the number of concepts and examples renders some of the tapes unsuitable to the mildly intellectually handicapped population in their present format.

A modified version had to be devised which would break down some of the concepts into smaller units, providing step by step progression with opportunities for immediate discussion, roleplay and feedback on performance.

Not all of the techniques presented by Mitchell and White could be included in this particular program. Rather, several techniques have been included for more intensive instruction while others have been left for incorporation into more individualized counselling programs if and wherever necessary.

It is recommended that group leaders wishing to run similar programs should familiarise themselves with the work of Mitchell and White. A list of references has, therefore, been attached and copies of their cassette programs are readily available from the address supplied.

SELF MANAGEMENT

Program Objectives:

1. The recognition of anxiety and tension as learnt and, therefore, as a habit able to be unlearned.

2. Recognition that we all have reactions and behaviours which cause problems for us, either generally or in specific situations. For example, excessive headaches whenever a social function comes up, intense anxiety in heterosexual encounters, etc.

3. The identification and pinpointing of individual situations, reactions and behaviours which cause anxiety, stress and inappropriate behaviour.

4. Development of a repertoire of skills to self manage behaviour in both its intensity and incidence.

5. Utilization of the repertoire of skills in situations pinpointed by individuals as areas of high stress, anxiety and tension.

Pre Entry Conditions

Stage I Relaxation: The Prevention and Self Management of Anxiety.

SELF MANAGEMENT

Program Outline

UNIT I

Identification of Problem Areas.
Recording and Self Monitoring of Behaviour.
Goal setting for Behavioural Change.

UNIT II

Self Desentization - A Technique from the Prevention and Self Management of Anxiety, Part I, Side 6, Mitchell and White. Situations include fear of visiting the Dentist and fear of a job interview situation.

UNIT III

The Power of Positive and Negative Thoughts.
The Control of Negative Self Evaluation.

UNIT IV

Thought Stopping - The Control of Worry.
Time Out for Worry.

UNIT V

Self Control of Internal Monologue

UNIT VI

Imaginal Modelling.
Hierarchy Construction for the control of Anxiety Situations - Making a Speech; Taking a Job Interview.

SELF MANAGEMENT

UNIT I - Identification of Problem Areas

The term problem refers to a specific situation or set of related situations to which a person responds ineffectively and thereby fails to function competently in the environment (Mitchell and White, 1975).

Such responses are often made to complex and/or ambiguous situations and ones involving conflict and problem solving behaviour. But not all problems arise from the individual's external environment. The stimulus complex can be both external or internal, as in the case of response-produced cues from personal reactions including thoughts and emotional responses.

Situation as defined by Mitchell and White (1975) does not necessarily imply a singular time and place dimension. A problematic situation may involve a series of related events over a period of time, including a number of different settings.

Problem Analysis then is a behavioural process, in which alternative responses can be generated and decision making for choice behaviours stimulated.

Problem analysis - a) makes available a variety of potentially effective response alternatives for dealing with the problematic situations, and
b) increases the probability of selecting the most effective response from among these various alternatives.

Behaviour can be dichotomised as either adaptive or maladaptive. It is appropriate and acceptable to family, friends, employers, etc., or it is unacceptable. Unacceptable, maladaptive behaviours for that person are seen as harmful to the individual and/or to his associates.

The two main types of maladaptive behaviours are surplus and deficit behaviours.

Surplus behaviours include nervous habits, migraines and headaches, etc. Deficit behaviours include insomnia, depression, excessive timidity, etc.

The first stage in any program aimed at self management of behaviour is to identify the cause of stress and to define the emotional reactions in terms of the surplus and deficit behaviours acquired as a result of these emotional reactions.

PROCEDURE

1. Group leaders explain behaviour in terms of adaptive and maladaptive behaviour. Problematic situations which give rise to surplus and deficit behaviours are stressful situations. These may be associated with our changing roles and responsibilities, new environments, etc. But for the most of these situations we can learn to cope independently and successfully.

2. Discuss the areas of daily living which commonly present as problematic situations - family relationships, job seeking and on-the-job relationships, social events, encounters with opposite sex peers, etc.

   Specify the kinds of issues and conflicts which cause these situations to be problematic.

3. Ask trainees to begin identifying problematic situations from their own lives - past, present and expected future. While initially these may be general and subjective, concentrated on feelings of uncertainty, fear, confusion, etc., training should enable each individual to become more specific, objective and detailed when specifying problem situations. Thus the information expressed in behavioural terms will enable trainees to monitor and to maximise their performance of behavioural self management.

Self Recording

An essential ingredient of self management is the systematic recording of the defined problem behaviour and/or situation.

A baseline which is a record of the incidence and severity of the problem behaviour is kept prior to any intervention procedures being introduced. Then daily and weekly charts can be kept which provide visual, concrete evidence for change or lack of change in surplus and deficit behaviours. Charting also enhances motivation and persistence and provides a more objective progress evaluation.

Individuals do need to be taught discrimination before they can begin to accurately assess the presence or absence of problem behaviours and record these. With the client population at the Granville Work Preparation Centre we found the best way to proceed was to choose one more obvious behavioural response and concentrate on charting that particular behaviour until the principles of self recording were mastered. Then other behaviours could be introduced which were more difficult in terms of discrimination.

Simple frequency charts are perhaps the easiest to begin with. The frequency of problem behaviours can be recorded daily on tally charts, then entered on to weekly frequency charts so that a record of progress can be kept. Gradually the where and when of these occurrences can also be recorded.

Self Monitoring

Recording frequencies, intensities and the when and where and how long a behaviour such as severe giggling or migraine headaches occur will not eliminate the problem behaviour. Self monitoring also requires an answer to the question of why or what are the antecedent stimuli which precede or initiate the behaviour chain resulting in the problem behaviour. For example, the uncontrollable giggling was found to occur invariably after the individual concerned found himself in a position where he was expected to speak aloud in front of several persons, at least one of whom was an adult.

Self monitoring requires accurate data, not only on the behaviour, but on its preceding controlling stimuli.

Goal Setting

Once recording and self monitoring have been mastered, goal setting for specific change can take place.

Mitchell and White stress two steps here:

1. The generating of alternatives to deal with the current problem or problem situation.
2. Teaching the individual to evaluate the appropriateness of the alternatives generated.

This section may need much discussion, prompting and encouragement from both group leaders and group members, as individuals try to explore the various possible consequences of particular alternate courses of action in the following areas:

1. personal-feelings, needs and desires, etc.
2. social areas, e.g. significant others.
3. short-term consequences, and
4. long term consequences

Many trainees entering the Granville Work Preparation Centre were deficit in the use of the conditional "if ... then", when tested on language structures.

Foresight and planning among this population is also notoriously poor. However, the provision for learning and exploring possible consequences, when tied to concrete behavioural situation as recommended here, should prove to be exciting in terms of growth and development. Marked improvements in language ability and the use of the conditional have been noticed among trainees after only a few brief weeks of training.

1. Goal setting should be specific and tied to observable behaviour, e.g. number of headaches per week, number of excessive giggling outbursts or abusive outbursts. Feeling less anxious and similarly difficult to define areas should never be used for goal setting.

2. Goal setting should be realistic, beginning with small increments and gradually moving on to larger increases over the long term. The lessons learnt in fields such as dieting and exercising are relevant here. Setting high unrealistic goals will only result in failure and frustration. Progressively increasing goals, beginning with small attainable steps are more likely to achieve success, both in the short and the long term.

3. The use of two and half cycle graph paper for charting demonstrates this clearly. Initially small gains are as significant, and demonstrate as great a learning or progress occurring as large gains demonstrate later in the program.

A further advantage to using cycle or logarithmic graph paper for charting is that such paper enables goals to be set for the increase or decrease of behaviour relevant to current performance. Monitoring of daily performance yields information regarding the possible attainment or failure to meet weekly targets and such immediate feedback can enable goals to be readjusted to more realistic levels. (For details, refer to White and Haring, 1976).

DAILY PROGRESS CHART

NAME: ____________________

Week Beginning: ____________

Behaviour Recorded

1.
2.
3.

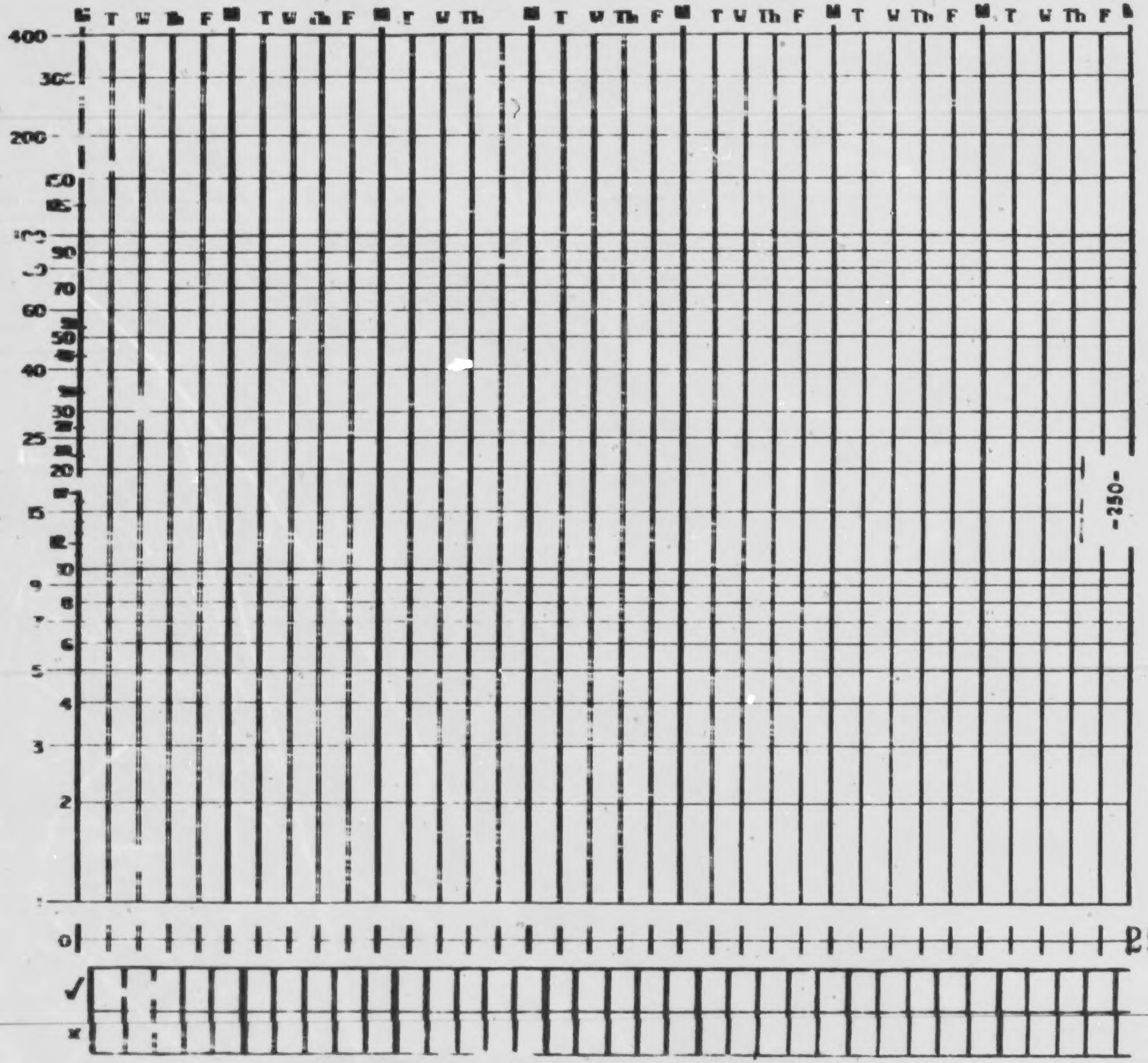
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
Lunch Time								
Dinner Time								
TOTAL								WEEKLY TOTAL

NAME ____________

BEGINNING DATE ________

Problem Behaviour	Goal

Date	Description of Interventions



UNIT II - Self Desensitization

Objective: To master the principals and procedures of self desensitization as one technique available in the self management of anxiety and tension.

Procedure:

1. Opening discussion - recognition of tension and anxiety. Problem analysis review.
2. Introduce fear - fear of dentist, of job interview, of social situations as behaviour which can also be controlled.
3. Evaluation P.M.A.1 chart - complete.
4. Tape 6 of The Prevention and Self Management of Anxiety PART I by Mitchell and White; stop after the first 6-7 minutes. Discuss, explain and clarify if necessary.
5. Listen to the remainder of Tape 6 - stopping if necessary to explain, discuss or recapitulate if progress has been too rapid for some people.
6. Evaluation P.M.A.1 - after scale-complete.
7. Record session progress sheet.
8. Group leader hands out desensitization sheet 1. Discuss the procedure.
9. Hand out desensitazation sheet 2. Group leaders may need to give special help to construct individual hierarchies. This could be completed after the session if necessary and, for non readers, symbols may be used as cue cards for each situation.
10. Concluding discussion, including checks on daily relaxation practice.

N.B: the following session will be a repeat of Tape 6, providing opportunities to stop the tape where necessary to discuss, explain and clarify the procedure.

Procedure for individual desensitization sessions:

1. Begin with 10 minutes of relaxation.
2. Work through one scene at a time,

   e.g. session one - scene one
   session two - add scene two
   session three - add scene three, etc.

3. End with 2 or 3 minutes of relaxation.

Note to Group Leaders

If the group is finding difficulty, it may be necessary to repeat the procedure once more in the group, and then have trainees give reports on their own individual efforts at regular intervals following their first few sessions.

Steps in the Job Interview hierarchy are similar to those given in fear of going to the dentist. A time dimension has again been used.

Follow a procedure similar to that used with fear of the dentist, moving from the least anxious scene to the most anxious.

Have trainees practice these scenes and report back on their experiences.

Self Desensitization Management Sheet 1

Name: ______________

Behaviour to be changed: Anxiety about going to the Dentist

Desired Goal: No anxiety about going to the dentist

Session	Hierarchy
eight	Sitting in dentist's chair
seven	Walking into dentist's room
six	Sitting in waiting room
five	Morning of appointment
four	Night before appointment
three	Two days before appointment
two	Telephoning dentist to make appointment
one least anxious	Thinking about going to the dentist

Self Desensitization Management Sheet 2

Name: ____________

Behaviour to be changed: Anxiety about the Job Interview Situation

Desired Goal: No anxiety about going for a job interview

Session	Hierarchy
most anxious	Being questioned by prospective employer.
seven	Introducing self, stating you are seeking job.
six	Knocking on manager's door
five	Sitting in reception office
four	morning of interview
three	Night before interview
two	Telephoning for interview appointment
one least anxious	See advertisement or hearing about job. Planning to take job interview

UNIT III

1. The Power of Negative and Positive Self Evaluation

Objective: To decrease debilitating negative self evaluation and increase positive self evaluation.

Technique: In cases where feelings of inadequacy, lack of self confidence or low esteem and chronic depression occur, Homme's principle of coverant control of negative self evaluation has been used as one technique in successful behaviour therapy treatment.

The high incidence of negative self evaluation and low self esteem among the mildly intellectually handicapped population provides a ready market for this technique to find application.

The basis for the technique was Premack's Differential Probability Hypothesis which Homme (1965) extended to apply to covert self control. Self reward is used to increase desired behaviour while decreasing the undesirable behaviour. In the example of smoking, the urge to smoke is followed by an anti-smoking thought (e.g. cancer risk), by a pro non-smoking thought (e.g. better food taste) and then by a reward (coffee drinking).

Applied to negative self evaluation, high frequency behaviours can be utilized by pairing these with positive self evaluation statements, so that positive thinking about the self occurs often.

Procedure:

1. Trainees describe themselves with a series of single words or phrases.

2. Discuss the defeating nature of negative self evaluation - depression, defeatism, etc., which often result from these. Discuss the benefits of more positive approaches to the self.

3. Have trainees identify several positive statements about themselves. Very negative individuals may find this painfully difficult to do. In such cases, sincere suggestions from other trainees and group leaders could form the basis or starting point for a list of positive statements.

4. A list of these positive self statements can then be made for each trainee. Where reading and writing are particularly poor, symbols could be developed for various statements, e.g. a smiling face for happiness, a handshake for friendliness, etc.

5. Identify an activity of high frequency for each person - e.g. smoking; looking at incentive rating sheet, combing hair, etc.

6. Copy the list of positive self statements onto a small piece of paper which can be inserted inside wallet, cigarette packet, comb case or onto daily rating sheet - a place where it can be easily seen several times per day.

7. Instruct each trainee to read and think about ONE statement each time the sheet or wallet or packet is pulled out; preferably about 5 times per day. Each time the activity occurs, think about a different statement so that the list is gradually worked through

As more time is given to positive self evaluation, less time will be available for negative self evaluation.

With increased thinking about the positive aspects of the self, it is most likely that other positive aspects of the self will be identified and self generated. These can also be added to the list for frequent reflection and review.

Once depression or severe negativism has begun to recede, other techniques can then be more successfully utilized for self management of worry, fear, doubt, etc.

UNIT IV - The Self Control of Worry

Objectives: To learn to self manage or control worry by the use of thought stopping and time out for worry techniques.

THOUGHT STOPPING

Persistent worry, fears and unpleasant and disturbing thoughts which keep appearing in spite of resolutions not to think about them cause anxiety out of proportion to the true situation. They make us even more anxious.

The technique of thought stopping, first proposed by James Alexander Bain and clearly outlined by Mitchell and White, is a method of interrupting or stopping these disturbing thoughts so that they gradually weaken and can more easily be displaced from the mind.

Although various methods can be used, the one recommended by Mitchell & White involves dwelling on the actual thought for several minutes, then suddenly shouting "STOP!" As the thoughts return, they are again interrupted by saying "STOP!" out loud or internally. Thus the time wasting, anxiety provoking thought can be brought under control.

PROCEDURE

1. Identify the worrying or persistent, disturbing thought, e.g. that the building you are in will catch on fire.

2. Think about this worrying thought.

3. After a minute or so of worrying about the possibility of this event, the group leader says

   "STOP!" (1 sec. pause)

4. When group leader says "STOP!", trainees also think or shout out

   "STOP" to themselves (3 seconds)

5. Trainees each visualize a neon light spelling out the word

   S...T...O...P (6 seconds)

6. Visualize a scene which is very pleasant and restful (mental relaxation)

7. Repeat the procedure once more (20 seconds)

8. Now try another example, without the group leader.
   e.g. the disturbing thought that the lift is going to jam, leaving you trapped inside.

   - think about this disturbing thought (40 seconds)
   - Say, "STOP!" (5 sec pause)
   - now visualize the neon light spelling stop
   - visualize a very pleasant and relaxing scene (20 seconds)

9. Group leaders provide feedback to the group. Allow discussion regarding difficulties and problems which may arise.

10. Repeat procedure where necessary, using the same examples, or examples suggested by trainees as relevant to their situation.

Covert Assertion

Thought stopping may be supplemented by covert assertion in cases where obsessive trains of thoughts and very high levels of anxiety are present.

Once thought stopping has been completed, the trainee is asked to make positive, assertive-like statements in a self confident manner, as a further step to inhibiting anxiety.

Procedure:

1. Say or think the word "STOP."

2. Visualize neon lights saying "STOP"

3. Visualize a very relaxing, pleasant scene (20 seconds)

4. Trainee gives group leader appropriate assertive statements.

5. Trainee says "STOP!" to self, then in self confident, loud voice makes assertive statements,

   e.g. "I'm strong"
   "This is easy"
   "I'm competent", etc.

6. Trainee repeats steps 1-3 and then makes assertive statements to self (covert assertion)

For extension of this technique, see Internal Monologue Training, Unit V.

Time Out For Worry

Time out for worry is another technique which can be used in addition to thought stopping, especially when thought stopping alone is not sufficient to control worry.

Time out for worry lets us worry more efficiently and not spend so much time worrying about things we cannot change.

Worry can be either:

1. Useless thinking - worry about problems or events in the past, present and future we can do nothing about, worry which is a waste of time.

   or

2. Constructive thinking or planning - worry about problems we can do something about, or change. Again, these problems are in the past, present and future.

In the technique, time out for worry, two lists are needed - one of useless thinking; the other constructive thinking.

Then a certain amount of time each day or each week should be set aside for worry.

There should be limits on this time period - for example, 30 minutes, or the length of the daily train trip from Burwood to Granville, or some such fixed time (especially for clients who have difficulties with time duration concepts).

In the beginning an equal amount of time is spent worrying about useless worry as is spent on constructive thinking. Gradually, however, less time is spent in time wasting, useless worry and more on planning and useful worry, where plans of action can be thought out.

Procedure:

1. Set aside a time for worry, e.g. daily train trip home from work centre, or a period of time, e.g. 30 minutes. (An appropriate time length for each trainee or client may need to be determined).

2. Make up two lists.
   One of things you spend time worrying about that cannot be changed; useless worry. This should include past, present and future.
   The second list should be things you worry about, but which you can plan and decide what to do about, e.g. decide to talk to someone, to get some more information or to take a course of action. This should also include things in the past, present and future.

3. Begin with 2 minutes of physical and mental relaxation.

4. Spend half the allotted time (or progressively less as time goes on) in useless thinking, e.g. from Burwood to Auburn, or 15 minutes, or half the time period chosen. Include past, present and future.

5. Switch to constructive thinking. Use thought stopping if necessary to help switch across. Spend the remainder of the time in planning and deciding what can be done with the things you are worrying about.

6. Write down your plans of action or decide a way of remembering them.

7. Spend the last 2 minutes in physical and mental relaxation.

UNIT V - Internal Monologue Training

Objective: To learn the technique of self control of internal monologue. To practice how and when to apply this technique to reduce defeating thoughts, fears and anxieties.

Technique: Stress situations, anxiety or fear arousing situations are often accompanied by internal thoughts, or a monologue, in which the individual states these feelings and thoughts to the self. The defeating nature of negative statements such as "boy, am I a dope - I've blown it again" or "I just know I can't do it" or "I'm so nervous - this is useless even trying", all have the deletorious effect of encouraging avoidance, withdrawal or failure.

Situations which adolescents typically find to be anxiety producing surround dating and opposite sex relationships, and job seeking. The counter productive statements which often accompany these situations can be controlled by the technique known as "self control of internal monologue".

Procedure:

1. Discuss with trainees the defeating nature of negative statements in internal monologue. Have trainees identify situations and examples in which negative internal monologue occurs - for example, being asked to speak in front of the group or going up to speak with a person of the opposite sex.
   Try to have trainees identify the specific situations which affect them as individuals, and record these for baselines.

2. Introduce and explain the technique of covert self control of internal monologue, i.e. learning to control that annoying little voice which keeps telling you how useless you are or how you can't, how you'll fail, make a fool of yourself or whatever it often says. It can be controlled by learning to say "I can" instead of "I can't" (similar to the little engine in children's stories that thought it could get up the hill - and did).

3. Outline the following sequence of the technique, and then perform each step of the sequence until mastery of the technique occurs.

Sequence

3.1 Identify the task or problem situation. In this case walking up to and joining in a group where members of the opposite sex are present. Make sure the task is clear - it involves walking up and joining the group and then turning to a member of the opposite sex and beginning a conversation.

3.2 The group leader acts as a model;s/he walks towards the group while talking aloud to the self - all the time providing adaptive self cueing instructions and assurances.
e.g. INTERNAL: "Relax - you're doing great. Now just walk up to them as if everything is terrific ... keep your hands loose ... smile at them. Great! You're doing real well ... keep going - you can do it ... relax ..."

TO GROUP: "Hi, everyone, nice to see you".

INTERNAL: "Wow, that wasn't too bad ... Now ... I'd really like to talk to Diane ... so, relax ... OK, here goes"

TO DIANE: "Hi, Diane, how's things?"

3.3 Once group leader has modelled, have a trainee perform the task while the group leader provides the cues and instructions aloud for the trainee.
Work through the group, each individual performing the task with cues and instructions given verbally by group leaders or other trainees.

3.4 Now, have trainees perform the task, but providing their own self cueing and self instructions aloud.

3.5 Have trainees perform task, but reducing self cueing and instructions to whispers.
Watch for parity between the verbal instructions, e.g. relax, and the nonverbal performance. If hands or walk or nonverbal cues scream tension or nervousness, stop and work on these. Return to modelling of nonverbal as well as verbal cues and progress through the sequence once more, providing nonverbal cues also.

3.6 Trainees now perform the task using covert, that is internal, self instructions (internal monologue).
Group leader and trainees provide reinforcement and feedback on performance.

3.7 Trainees perform task with covert self instruction.
Group leaders and trainees provide non verbal reinforcement, e.g. smiles.

3.8 Feedback on performance.

4. Discussion regarding use of the technique - return to identified individual problem areas. Have trainees set goals for themselves about using this technique on one problem behaviour between this and next session.
Set up charting for recording of behaviour, and for tally of when and where the technique is used. Have trainees report back on performance next session.

Unit VI - Managing Anxiety in Social Situations

Objective: To learn one technique for the self management of anxiety in specific social situations - Imaginal Modelling.

Focus on trainees own anxieties in a social situation. Utilize the training group situation itself and explore group members anxieties in that situation.

Who do they still feel anxious with? Why? and what changes have taken place since beginning the program?

What other social situations are anxiety producing? for example, speaking up in front of a number of people, expressing welcome or thanks to a person visiting your place of work, etc.

Remember: Once problem situations are brought to mind -

1. Identify the actual specific problem situation.
2. Decide if it is a surplus or deficit behaviour.
3. Observe and record how often it occurs, when it occurs, and for how long.

Now we can learn another technique for self managing your anxiety in social situations.

IMAGINAL MODELLING

Throughout the social development program. modelling and roleplay have been used to help learn coping procedures. Imagining and desensitization have also been used.

Imaginal Modelling involves both the desensitization of anxious feelings and the rehearsal of more appropriate behaviour.

Imaginal Modelling assists:

1. In the facilitation of behaviour so that old behaviours can be used in more appropriate ways.

2. in the disinhibition of behaviour so that deficit behaviours can be reinstated.

3. in the extinction of behaviour - so that surplus behaviours such as anxiety can be extinguished.

Just as in desensitization (dentist, job interview) a hierarchy of scenes is involved.

The scenes are constructed on a TIME dimension.

The scenes begin furthest away in time from the event which produces anxiety and gradually approaches closer and closer to the event itself.

Hierarchies

Instead of having one hierarchy, however, two hierarchies are constructed for imaginal modelling.

The first hierarchy consists of scenes leading up to the event.

The second hierarchy is made up of scenes during the actual situation itself.

Someone, the same age and sex as the learner, is chosen as the model. In imaginal modelling it is this model who is imagined coping with the situation. The model must also be real - that is, showing the same feelings of anxiety and tension in the situation that you can feel.

By watching the model display the same behaviour, feelings of nervousness, etc., that we would feel, but watching the model cope in the situation, our capacity to deal with the same situation can be enhanced.
(Mitchell: Imaginal Modeling)

Procedure

See "Imaginal Modeling A scripted illustration for client instruction" by Mitchell, K.R.and White, R.G. or play side 6 Part II of The Prevention and Management of Anxiety audio cassette program by the same authors.

If using the audio cassette side 6, group leaders must be particularly sensitive to the needs and responses of the group and stop the tape where necessary to revise and consolidate ideas and check that each step has been understood.

Some groups may respond well to the tape when given time to discuss and review each step in the sequence. For other groups who find the verbal component particularly difficult, a better approach we have found is to use the script version and progress through this at the appropriate speed.

1. First, select a problem and divide it into two time intervals.

   I Before the event
   II During the event

   If the situation is giving a speech at a social situation, the first time interval will be preparing the speech and getting to the function, the second time interval will be at the party or gathering itself.

2. Construct two hierarchies for the two time intervals. Group leaders will need to help out here especially with non readers where symbols may be necessary.

The main scene groupings would be as follows:

Hierarchy I

Scene I	Writing or preparing the speech
Scene II	Practicing the speech.
Scene III	Travelling to the party.

Hierarchy II

Scene I	At the party.
Scene II	A final practice
Scene III	Giving the speech

3. Select your model - a person roughly the same age and sex as yourself and as real to you as possible, i.e. feeling as anxious as you do of getting up and talking in front of people.
4. Look at or visualize your model very carefully. Look for details of dress, behaviour, etc.
5. Visualize the problem situation - the place where you are to give the speech, the physical setting, that is the room, the people there, the food on the table, where you'll be sitting, etc. Get the feel of the place.
6. Have another good look at your model.
7. Now proceed to the script or cassette to work through the hierarchies.

SCRIPT

Further Practice

Lie back now and let's practise on one of the scenes from the first modeling session ... let's assume you've just completed 3 or 4 minutes of physical and mental relaxation ... and are now completely relaxed.

(10 sec. pause)

Visualize the problem situation ... that is, the social gathering itself ... but don't visualize yourself as being there ... just look around at the other guests ... at the room itself ... notice the food on the table ... the buzz of conversation all around you ...

(20 sec. pause)

Now, look at the guest of honour ... the person for whom you are to propose the toast in your speech.

(10 sec pause)

Make sure you look at him closely ... what do you know about him? ... think about his likes and dislikes ...

(30 sec. pause)

What kind of person is he?

(20 sec. pause)

Now, stop visualizing the social gathering and switch instead to visualizing your model ... make sure he's someone about your own age and sex.

(20 sec. pause)

Remember ... your model is just as anxious and worried about having to make the speech, as you are ...

(10 sec. pause)

Step up close to your model and have a good look at him ... notice his clothes and how he stands ... his gestures, his mannerisms.

(15 sec. pause)

Follow him around the room as he stops to talk with other guests here and there.

(20 sec. pause)

Okay, stop visualizing your model ... drop the scene completely from your mind.

(3 sec. pause)

Now we can begin the scenes from your first hierarchy. Let's assume you've already spent about 6 minutes visualizing how your model coped with the first scene. Now, as you lie there relaxing, I want you to visualize the second scene from this first hierarchy ... imagine your model as clearly as you can ... at home, rehearsing his speech.

(10 sec. pause)

Watch him carefully as he walks around, memorizing the main points of his speech.

(20 sec. pause)

Now, he sits down at a table ...

(5 sec. pause)

See how nervous he is ... as he looks around the table ... as though other people were present.

(10 sec. pause)

You know he feels anxious ... but he's self-controlling his anxiety as sits back and begins to breathe deeply and easily ... just letting the tension drain out of his body.

(10 sec. pause)

You do that too ... take a few deep breaths ... and feel the tension flow out of your body as you breathe out and say, "relax"

(20 sec. pause)

Look ... now your model takes out a piece of paper and once more runs through the main points of his speech.

(5 sec. pause)

Then,he sits up ... still breathing easily and deeply ... and then gets to his feet.

(5 sec. pause)

Notice how he looks around and just waits until his imaginary audience notice him standing and stop talking ...

(10 sec. pause)

He hesitates ... checks the main points again on his piece of paper ... takes a deep breath and then begins practicing his speech ...

(5 sec. pause)

You can feel he's very nervous ... but it doesn't show on his face.

(5 sec. pause)

He's still nervous ... he pauses every now and again to check his piece of paper ... and he rests his hands *on* the table, where they won't seem so awkward.

(5 sec. pause)

Now he's stopped talking ... he looks down, places the piece of paper on the table ... and raises his glass for the toast.

(5 sec. pause)

Not the best speech in the world ... but still, he did his job fairly well ... he managed to cope, despite feeling so nervous about it ... now he sits down ... takes a couple of deep breaths and relaxes again ... the rehearsal is over.

(5 sec. pause)

Okay ... now you would go on to complete your *first* session by visualizing your model in the third and final scene of your first hierarchy ... "travelling to the place where the social function will occur". When you complete final scene, you would end the *first* modeling session with 3 or 4 minutes of physical *and* mental relaxation.

A couple of days later, in your *final* modeling session, you would work through the three hierarchy scenes for the time period *during which* you will make your speech.

Remember again, however, to *first* focus for a couple of minutes on the actual situation, and then your model, *before* you begin working with the hierarchy scenes.

Summary

1. Construct *two*, three scene hierarchies ... *one* for the time period which *precedes* the situation in which *you* experience a problem ... *and one* for the time period *during which* the problem situation actually occurs. Remember, *each* hierarchy requires a separate modeling session.
2. Spend 3 or 4 minutes in getting relaxed.
3. Visualize the problem situation for about 2 minutes.
4. Then, follow *that* by visualizing your model for about 2 minutes.
5. Now, in your *first* modeling session, work through the three scenes in the time interval which precedes the problem situation ... repeat this session if you feel it's necessary.
6. In your *second* modeling session, work through the *final* three scenes ... the scenes in which your model copes *successfully* with the situation as it *actually* occurs ... and again, *repeat* this session if necessary.

Finally, end *each* of your *two* modeling sessions with 3 or 4 minutes of relaxation.

IMAGINAL MODELING

Hierarchy I

Imagine

1. Being asked to give the speech
2. Planning what to say
3. Writing down main points to remember
4. Practicing in front of the mirror
5. Practicing in front of friend or family
6. The night before the speech
7. The morning of the speech.

Hierarchy II

1. Travelling to the party or function.
2. At the party, speaking to the guests.
3. Standing up to begin the speech.
4. During the speech.
5. At end of the speech - sitting down.

Practice Situations for Imaginal Modeling

Giving a toast at a social function
Making a speech of welcome
Making a speech of congratulation
Making a speech of thanks
Asking a girl out for a date (if other techniques not enough)

N.B. For information on general principles of modeling, refer to Mitchell & White training manual, Part II, pp.37-40, which accompanies the audio cassette program.

NO. 1
(SAMPLE)

BASELINE FREQUENCY DATA SHEET

Name: ______________

Date: ____________

Behaviour Recorded over 7 days: ______________

Tally Sheet: Record one tally mark for each behaviour observed, e.g. ||| ~~||||~~

Behaviour	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
Tension headaches								
Taking "Bex", APC's, etc.								
Avoiding Joining a group of people								
Avoiding talking with member of opposite sex								
Inability to make a decision								
High distractibility from task								
Disruptive behaviour on work floor								
Nausea								
Failure to be assertive when appropriate								
Temper outburst								

BASELINE FREQUENCY DATA SHEET

NO.2

Name: ____________

Date: __________

Behaviour Recorded over 7 days: ____________________________

Tally Sheet: Record one tally mark for each behaviour observed, e.g. ||||

Behaviour	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total

DAILY FREQUENCY CHART

NO.3

Name: ____________

Date: _____________

Behaviour Recorded over 7 days: ____________________

Tally Sheet: Record one tally mark for each behaviour observed, e.g. ||||

Behaviour	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total

WEEKLY PROGRESS CHART

NO.4

NAME: ____________________

Behaviour 1
2
3

BASELINE																
Week 1	Week 2	Week 3	Week 4	1	2	3	4	5	6	7	8	9	10	11	12	
																50
																46-50
																41-45
																36-40
																31-35
																26-30
																21-25
																16-20
																11-15
																10
																9
																8
																7
																6
																5
																4
																3
																2
																1
																0

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SEX EDUCATION

INTRODUCTION

This programme of sexuality is mainly a list of topics to cover, with some suggestions on how to go about this.

Group members may want to cover some areas more fully than others and often this will depend on their own awareness and abilities and what they feel is important to them at their stage of development. Our programme is sufficiently open ended to allow this to happen.

For the group leader, we have tried to be comprehensive in the content to be covered, but the groups' ablity will dictate how this is done and in what depth. However, the general rule seems to be the simple the explanation, the better, and the more visual the material the better.

We have attached a lot of resource books which might be useful. Family Planning Association and the Womens Health Centres also have films for hire - some of these may be useful, but again this will depend on the awareness and abilities of group members.

Finally, we have tried to include most aspects of human sexuality and to avoid the bias of some publications which either don't discuss or minimally discuss important issues such as abortion, homosexuality and masturbation.

Our intention has been to provide suggestions to promote discussion on these issues so that group members can make up their own minds in the light of the information and ideas gained from the group and from their own experiences.

Pre Entry Conditions

Group members to have participated in a Friendship Group.

SEX EDUCATION

UNIT I

External body changes in males and females at Puberty.

Objectives:

1. Group members be able to name the sex organs of males and females and their location on the body.

2. Group members to be able to explain the terms "Puberty" and "Adolescence".

3. Group members be able to state the external body changes which occur at puberty in males and females.

Content:

- Discuss the external sex organs which distinguish girls from boys at birth.

- Discuss the words puberty and adolescence and come to a group decision as to the meaning of these terms.

- List on a sheet of paper divided into two columns the changes which occur in adolescence for boys and girls and about what age these happen.

- Stress individual differences and how we all look a bit different, size of breasts/penis, etc., are a bit different and this is okay.

- Discuss circumcision, hygiene and ways to alleviate pimples and acne.

Resources

One way of illustrating the body changes is to use felt cut out dolls, one for male and one for female. Have group members place cut out replicas of sex organs onto these dolls and discuss how at birth these are the only obvious distinguishing features of male and female. Then group members add more felt to the dolls to illustrate body changes which occur during puberty.

You will need - pieces of felt for penis, scrotum, growing shoulders, breasts, vagina, clitoris, growing hips.

- bits of red wool for acne
- steelwool for pubic hair

Word List

Puberty
Vagina
Penis
Circumcision
Pubic Hair
Adolescence
Clitoris
Scrotum
Breasts

Have group members provide their own words for these as well.

SEX EDUCATION

UNIT II - Internal Body Changes

Objectives:

1. Group members to be able to describe the internal body changes which occur in males and females at puberty, e.g. menstruation and production of sperm.
2. Group members be able to define menstruation and describe appropriate care.
3. Group members to be able to discuss changes in feelings which might accompany adolescence - crushes, strange moods, sexual feelings, wet dreams, etc.

Content:

- List changes for boys and girls on either side of a large piece of paper.
- Use diagrams and pictures to illustrate the following:
  - sperm production
  - menstruation
- Show diagrams of male and female internal organs and the roles they play in sperm production and menstruation.
- Discuss ages at which menstruation might begin and end. How to cope with pain, length of menstrual cycle.
- Need for medical advice if period stops, is very heavy, a lot of pain.

Word List

Discuss meanings of the following words:

Sperm
Testes
Menstruation
Uterus
Penis
Seminal Fluid
Ejaculation
Ovaries
Scrotum
Tubes

If possible, have group members supply their own words for any or all of the above.

Discuss wet dreams as a normal release of built up sperm.

Discuss the normality of sexual feelings which accompany growing awareness of our sexual selves at puberty.

SEX EDUCATION

UNIT III - Sexual Intercourse, Masturbation

Objectives:

1. Group members to show thought discussion on awareness of how individual people can relate to their own sexuality and that of others through sexual intercourse (hetero/homo sexual) and/or masturbation. Be able to discuss what this involves in each of these cases.

2. Group members be able to discuss the differences between a pleasurable sexual act and one which is forced upon an individual against his/her will, e.g. rape.

Content:

- Discuss the meaning of the term "sexual intercourse" and what this means in relation to hetero/homo sexuality. Is it an expression of caring between two people or just a physical act? Draw out attitudes towards casual sex, sex only within marriage, sex outside marriage, homosexuality and discuss.

- Discuss the term "masturbation" and its function as a form of sexual release.

- Discuss different attitudes towards masturbation -"it's bad", "it's okay", which attitude do group members feel is their own.

- Discuss the term "rape" to enable group members to come to an understanding of what rape is as opposed to consenting sexual intercourse.

Word List:

Can group members read and/or understand the following words:

sexual intercourse
heterosexual
homosexual
masturbation
rape
consent
sperm
ejaculation
vagina
orgasm
penis
clitoris

SEX EDUCATION

UNIT IV - Conception, Pregnancy, Abortion, Miscarriage

Objectives:

1. Group members should be able to explain the term "conception" and the conditions necessary for this to take place, e.g. egg + sperm = embryo - offspring.
2. Group members should be able to explain the meaning of the term pregnancy and describe the changes which occur in the mother and developing child during the nine months.
3. Group members should be able to define the terms "abortion" and "miscarriage" and understand the difference.
4. Group members should be able to describe the process of abortion and show through discussion an awareness of the law and moral attitudes in relation to abortion.
5. Be able to state up to what stage of pregnancy abortion is considered legally safe and where legal abortion can be obtained and under what circumstances.

Content:

- Explain in simple terms, the meaning of the term "conception" using diagrams and drawings to illustrate.
- Define "pregnancy". Show drawings and pictures to illustrate the stages of pregnancy, the growth of the embryo and the changes in the mother, e.g. enlarged breasts, stomach, production of milk.
- What signs might indicate pregnancy?
- Discuss the necessity for good health and nutrition, and medical care during the nine months of pregnancy.
- Discuss the dangers of alcohol, cigarettes and other drugs during pregnancy.
- Define "abortion" and "miscarriage" with the use of reference books show what happens during these.
- Discuss some warning signs of miscarriage.
- Discuss current legal and moral attitudes towards abortion.
- Help group members find out places where legal abortions can be obtained by using telephone directories and the local Community Health Centre.

SEX EDUCATION

Word List

Can group members read and/or understand the following words?

ejaculation
sperm
egg
fallopian tubes
ovaries
uterus-womb
conception
embryo
pregnancy
abortion
miscarriage
placenta

UNIT V - Birth

Objectives:

1. Group members be able to describe the process of birth.
2. Be able to name ante-natal and post-natal clinics in the local area and name the functions of these.
3. Through discussion show an awareness of some of the responsibilities of bringing up children.

Content:

- Show pictures and diagrams to illustrate what happens during birth.
- Use telephone directories to find ante and post natal clinics in your area.
- Arrange a group visit and discuss the functions of ante and post natal clinics after this. Into this dicsussion introduce breast feeding, bottle feeding, home birth, hospital birth, etc.
- Discuss some of the things involved in bringing up a child:
    - cost
    - age of parents
    - can you offer the child a happy, stable and loving home environment?
    - what do you think a baby needs?
    - can you provide these needs?

UNIT VI - Contraception

Objectives:

1. Group members to be able to explain the word "contraception".
2. Group members to be able to name forms of contraception available for male and female and where they can be obtained?
3. Group members be able to state some of the possible side affects of some contraceptives.
4. In a discussion, group members should be able to show some awareness of how religious beliefs can influence choice of contraceptives.

Content:

- Give a simple definition of conception, use drawings and diagrams to show how this occurs.
- Show as many different types of contraceptive devices as possible.
- Draw up a list for males and females and name the contraceptives which can be used by each; list where they are obtainable and whether it is necessary to have a doctor's prescription.
- Discuss how the various contraceptive devices work and talk about any possible side affects and/or dangers.
- Discuss their affectiveness.
- Discuss religious beliefs and how they might influence one's choice of contraceptives, e.g., rhythm method.

Resources

A set of different contraceptives in Kit Form is available from Ortho.

Any relevant resource books.

Word List

Contraceptive
Diaphragm
Rhythm Method
Sterilization
IUD
Condom
Pill
Spermicidal Cream

UNIT VII - Appropriate sexual behaviour, caring about ourselves and the feelings of others

N.B. This is mainly a discussion unit, many of the topics have been touched on in previous sections.

Objectives:

1. Demonstrate through discussion an awareness that sexual intercourse, petting and masturbation are activities which society expects us to engage in privately.

2. Demonstrate an awareness of society's present attitude towards masturbation, homosexuality, pre and extra marital sex, and be able to discuss this.

Content

- Perhaps these things will have already been discussed as they come up in previous Units. This would seem a more natural and appropriate way to bring about discussion.

- Any discussion should bring out the fact that different people have their own opinions as to what is right and what is wrong and sometimes this comes into conflict with society's norms - so how do we handle this in a way which won't harm ourselves or others?

- Privacy - a way of caring about ourselves and others?

Group Activity:

Nominate the four corners of a room as summer, winter, autumn, spring. Ask group members to go to the corner which represents their favourite season.

The same activity can be repeated for things like:

- how we show we are unhappy.
- do we like red hair, brown hair, blonde hair, etc.

Themes to be drawn out are:

1. individual differences.
2. how does it feel to be the only one in a corner - how does it feel to be different?
3. how does it feel when lots of people agree?
4. how do we cope with different ideas and ways of behaving?

UNIT VIII - Health and Sexuality

Objectives:

1. Group members should be able to explain the meanings of the following terms and describe the symptons:

   venereal disease (V.D.) vaginal infections

2. Group members demonstrate their awareness of preventative health by being able to discuss papsmears, self examination and professional examination of, e.g. breast lumps.

Content:

- Discuss V.D., how it is transmitted and its symptons and treatment.
- Discuss vaginal infections, symptoms and treatment. Self-help to prevent vaginal infections - the need for good nutrition and body care.
- Pap smears - discuss the need for regular internal examination, what to expect, what is the purpose - emphasise it as a preventable measure.
- Breast lumps - emphasise need for regular self-examination - show how to do a self-examination. Discuss the need to check with a doctor immediately you notice any lumps.

Resources and Materials

Health Commission pamphlets, any relevant books and films (available from F.P.A.).

Self-examination and vaginal infections,see our bodies ourselves - Boston Women's Health Collective.

A Woman's Body - an owners manual.

SEX EDUCATION

UNIT IX - Resources in the Community concerned with sexuality

Objectives:

1. Group members to be able to list the resources in the community which are concerned with sexuality and to be able to state the type of services which one could obtain from them.

Content:

- Some resource areas are listed below, you may be able to add to them:

    1. Family Planning Association
    2. Community Health Centre
    3. Medical Practitioners
    4. Women's Health Centre
    5. Chemists
    6. Rape Crisis Centre

- Discuss the functions of these, e.g. counselling, pregnancy tests, V.D. checks, information about contraceptives, etc.

- Use telephone directories, Health Commission pamphlets and trips around the area to help fill in an information chart with the name and address of the resource and the services provided.

- Arrange a group trip to your local F.P.A. (this Agency fulfills most of the roles of the other Agencies listed).

- Roleplay going to the doctor to ask for contraceptives, or a pregnancy test, etc.

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PRE AND POST TEST

Tick the answer(s) you think is correct.

1. the main external sex organs of a male are
   i. penis
   ii. clitoris
   iii. testes

2. the main sex organs of a woman are
   i. vagina
   ii. womb (uterus)
   iii. clitoris
   iv. scrotum

3. during adolescence these things happen to a boy
   i. his voice changes
   ii. he produces sperm
   iii. he grows hair on his face and chest, underarms and pubic hair
   iv. he menstruates

4. during adolescence these things happen to a girl
   i. she grows hair on her pubic area and underarms
   ii. she develops breasts and hips
   iii. she menstruates
   iv. she makes sperm

5. conception means
   i. an egg from the mother has met a sperm from the father and formed an embryo (baby)
   ii. the woman is sick
   iii. the woman has V.D.

6. a woman is pregnant when she
   i. takes the Pill
   ii. has a baby growing inside her womb
   iii. goes to the hospital

7. in a woman pregnancy lasts
   i. about 9-weeks
   ii. about 9-months
   iii. about 4½-months

8. a woman begins menstruation at about
   i. 14-years old
   ii. 6-years old
   iii. 40 years old

SEX EDUCATION

9. each period ususally lasts about
   i. 4-6 days
   ii. 4-6 weeks
   iii. 3-weeks

10. a woman usually menstruates
   i. about every 28-days
   ii. about twice a year
   iii. about once a week

11. ejaculation is when
   i. a woman gets pregnant
   ii. sperm comes out of the man's penis
   iii. a person has V.D.

12. venereal disease is passed on from one person to the next when
   i. you don't wash your hands
   ii. when you have sex with someone who has already got it
   iii. when you hold hands

13. contraceptives can
   i. stop a woman from getting pregnant
   ii. stop a headache
   iii. stop ejaculation

14. some contraceptives a man can use are
   i. condom
   ii. I.U.D.
   iii. Pill

15. some contraceptives a woman can use are
   i. the Pill
   ii. Condom
   iii. Spermicidal Cream

16. some symptoms of V.D.
   i. red eyes
   ii. discharge from sex organs
   iii. pussy sore (chancre) on sex organs or on other parts of the body

17. describe what happens when a baby is born
   ____
   ____
   ____
   ____

18. describe the difference between abortion and miscarriage

____

____

____

19. name two places where you can go to find out information about contraceptives or pregnancy or anything else to do with sexuality

____

____

____

Some Resource Books and Materials

Ortho	- produce a Kit of contraceptive products - for information contact Ethnor Pty. Ltd.
Family Planning Association	- produce a variety of pamphlets. They also have some films and run some training programmes.
The Health Commission of N.S.W.	- produce some relevant pamphlets.
The Women's Health Centres	- often have roneod pamphlets which list contraceptives and also provide simple information on how they work, possible side affects and where they can be obtained. They also have pamphlets on vaginal infections and ways to help prevent them.
Andry, Andrew C. & Schepp, Steven	- How Babies Are Made, Time Life International (Netherlands), 1969.
The Boston Women's Health Book Collective	- Our Bodies Ourselves, Simon & Schuster (New York), 1973.
Claesson, Bent H.	- Boy Girl, Man Woman, Calder & Boyars (London), 1971.
Head, J.J.	- How Human Life Begins, William Clowes & Sons Ltd. (London), 1970.
Knudsen, Per Holm	- How Baby is Made, Pan Books Ltd. (London & Sydney), 1975.
Llewellyn-Jones, Derek	- Everywoman, Faber & Faber (London), 1972.

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Mayle, Peter - Where Did I Come From? Sun Books (Melbourne), 1975.

Milinaine, Caterine - Birth, Harmony Books (New York), 1974.

N.S.W. Department of Education - Personal Development, Contract 7, (1975).

Ortho - Understanding Conception & Contraception, Ortho Pharmaceutical Corp., (New Jersey, U.S.A.), 1971.

Sargeant, Delys & McCary, James L. - Human Sexuality, Van Nostrand Reinhold Australia Pty. Ltd., Dominion Press, (Victoria), 1976.

CITIZENSHIP PROGRAM

PRE-ENTRY CONDITIONS - None

BEHAVIOURAL OBJECTIVES

1. Trainee to take an interest in the world around him by reading newspapers regularly and/or watching television news and current affairs programmes regularly.

2. To demonstrate that objective (1) is being carried out, the trainee is to report back to the group at least one item of news per session.

3. Trainee to demonstrate, through practical activities, or roleplay, the ability to:

   a) enrol himself as a voter
   b) fill out ballot form
   c) find out when and where to vote
   d) be able to distinguish between federal, state and local government.
   e) distinguish between the basic roles of the three levels of government.
   f) define the terms Member of Parliament, Prime Minister and Premier and understand the basic roles of these offices.

4. A) The trainee to demonstrate his awareness of the functions of the law.

      i) the protection of States rights and property
      ii) the protection of individual rights
      iii) to solve disputes

   B) The trainee to understand how laws are made, may be amended or repealed.

   C) The trainee should be able to describe how laws are enforced and applied.

   D) The trainee should be able to describe and roleplay appropriate behaviour when stopped by the police and threatened with arrest. The trainee is to be aware of his rights during interview, in making a statement, a confession and to ask for a solicitor.

   E) The trainee should be able to apply for legal aid.

5. Trainee should demonstrate the ability to apply for necessary legal forms, papers and licence and to understand the significance of signing forms and contracts.

6. Trainees to demonstrate an understanding of taxation and be able to lodge a simple tax return.
7. Trainees to explain the purpose of insurance and the types available (particularly health, home and life insurance).

THE PROGRAMME

The current affairs section of the programme may be run during a separate session from the Law and Government section, or the two sections may be put together in a single longer session.

Depending on the ability level of each group, the sessions outlined here may need to be modified, particularly in the Government section.

CITIZENSHIP PROGRAM

UNIT I - Current Affairs

As the content of current affairs is essentially topical, no set programme is set down, but each session after the introductory first session can follow the same pattern.

Section 1 - Discussion

1) what are current affairs?
2) why should we take an interest in current affairs?
3) where can we find out about current affairs?
4) can group members name newspapers, classify them as national, state or local, daily, weekly, morning or evening?

Activities

1) group members look at the newspapers provided to discover for themselves the general layout and display, differing emphasis on the same story, and the type of advertising carried by different papers.

2) time permitting, group to break into pairs, to find, to read and report back one item of news from a newspaper in the group members own words.

Vocabulary

international
national
state
local
mass media
headline
classified
stop press (or late news)
editorial
Journalist, reporter, newsman

Resources

A collection of newspapers - dailies, weeklies, local, statewide and national (e.g. in Sydney, the Australian, Sydney Morning Herald, Telegraph, Sun, Mirror, Sunday Telegraph, National Times).

Homework

Group members to be asked to watch a television news, or current affairs programme (e.g. This Day Tonight, Willissee at Seven, in Sydney) and/or read a newspaper preferably each day, but at least the evening before the next group session, in order to report on an item of news in the session.

Other Sessions

The format of succeeding sessions can follow the same pattern. Each week group members should be encouraged to bring an item of news to the session. When items are sufficiently interesting to the whole group, group discussion is encouraged. The group leader should try to supply the daily papers at each session, in order to check on stories and to point out how different papers report news differently and with varying importance. Group members should be asked to define any unusual or difficult vocabulary which occurs during discussion.

CITIZENSHIP PROGRAM

UNIT II - Government and the Law

Section 1 - Voting and Enrolment

Discussion

1) what is an election? Discuss the idea of electing school monitors, prefects, group leaders to lead up to the idea of the elected person being a representative. How often do we have elections?

2) government elections on three levels - federal, state and local (check understanding of vocabulary)

3) who can vote?
    i) those over 18-years?
    ii) those enrolled at this age?
    iii) Australian or British subject?

4) why vote?
    i) it is compulsory once enrolled (penalty for not voting)
    ii) voting is the way in which we have a small say in how we are governed.
    iii) is the chance to vote a good or bad thing? Who doesn't get a chance to vote? Who chooses not to vote?

5) how to be enrolled as a voter
    i) qualifications for enrolment
    ii) where to get enrolment form

6) what is an "electoral roll"?

Activity

Group members to go to local Post Office for an enrolment form. (If this is not practicable, then leader should provide these forms for each group member).

Each group member (unless already enrolled in which case such a member can help others in the group) to fill in an enrolment form with help from the leader and peers, if necessary.

Any group member over 18-years who is not already enrolled may then be encouraged to send their enrolment form to the local electoral office.

Vocabulary

enrolment
electoral roll, election
compulsory
vote
member of Parliament, representative

Resources

pens
enrolment forms

CITIZENSHIP PROGRAM

Section II - Voting behaviour

Introduction - review last week's discussion. Once enrolment form is sent to electoral office, name is then put on electoral role, person then entitled to vote.

Discussion

1) do you have to vote? When do you have to vote? (All federal, state and local elections).

2) how do you know who to vote for?
   - i) political parties and their policies
   - ii) publicity given by mass media
   - iii) canvassing by individual candidates

3) how do you record your vote? Use blackboard demonstration of mock up ballot paper to show formal and informal vote.

4) where do you go to vote? (N.B. homework - find out local voting place).

Activity

Roleplay actual voting procedure. Votes may be counted as in simple first past-the-post majority voting.

Vocabulary

ballot
formal vote
electoral officer
ballot paper
informal vote

Resources

blackboard and chalk for blackboard
demonstration of filling up ballot paper
mock up of real electoral roll
mock up ballot papers
mock up ballot box
mock up polling booth

Depending on the ability level of the group, the group leader may wish to explain that majority voting is not used in Australian elections and to give a brief outline of preferential and proportional voting.

Section III - The Three Levels of Government

Introduction - by our votes, representatives are sent to federal or state Parliament or to local councils.

Discussion

A. 1) what is federal government? Where is its headquarters?
   2) division into two Houses. Upper or Senate, Lower or House of Representatives.
   3) senators sit in Senate, M.H.R's in Lower House.
   4) what jobs do the representatives in the two Houses do?
      i) initiate Laws as Bills
      ii) discuss (debate) them
      iii) pass, reject or change them
      iv) look after the finances of the country (taxes, budget).
   5) two "sides" in both Houses - the "Government" and the "Opposition". Sometimes the Opposition tries to change or argue about what the Government is doing. What is the party/parties in Government now? Who is the Opposition?
   6) what is the name given to the leader of the Government?

B. 1) what is state government? Where is its headquarters?
   2) what jobs does the state government do?
   3) what name is given to the leader of the state government?

C. 1) what is local government?
   2) what jobs do local councils do?
   3) what name is given to the leader of a local council?

Activity

Group members to look through daily newspapers and to pick out stories relating to federal, state and local governments, the Prime Minister, State Premiers, cabinet.

Vocabulary

Senate, Senators
Prime Minister
Premier
Opposition
Mayor

House of Representatives,
Member of House of Representatives
Government
Party
Councillors, Council

Resources

Daily newspapers

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PRE AND POST-TEST FOR GOVERNMENT SECTION

1. You can voté in Australian elections when

   a) you are 21-years?
   b) when you start working?
   c) when you are 18-years?
   d) whenever you want to?

2. An electoral roll is

   a) a list of people in Parliament?
   b) something you eat at lunch time?
   c) a list of people allowed to vote?
   d) a list of everyone living in the suburb?

3. The representatives voters choose at elections may be called

   a) senators?
   b) M.H.R's?
   c) Councillors?
   d) Any one of these, depending on which Parliament they are elected to?

4. The federal government has its headquarters at

   a) Melbourne?
   b) Canberra?
   c) Sydney?
   d) Newcastle?

5. The official title given to the leader of the federal government is

   a) the Premier?
   b) the Treasurer?
   c) the Prime Minister?
   d) the Mayor?

6. The name of the present leader of the federal government is *

   a) Sir John Kerr?
   b) Malcolm Fraser?
   c) Bob Hawke?
   d) Neville Wran?

7. The title given to the leader of the state government is

   a) the Premier?
   b) the Governor?
   c) the Prime Minister
   d) the maoyr?

8. The name of the present leader of the state government is *

   a) Bill Hayden?
   b) Malcolm Fraser?
   c) Neville Wran?
   d) Peter Coleman?

* these names will obviously need to be updated occasionally.

9. Which of these jobs does the federal government do

   a) make new laws?
   b) change old ones?
   c) decide how the country's money is spent?
   d) all of these?

10. Write down four jobs that your local government does, or is responsible for.

   a) ____________________
   b) ____________________
   c) ____________________
   d) ____________________

CITIZENSHIP PROGRAM

Section IV - The Law

Discussion

1) what is a law?

2) who in the group can give some examples of laws? Simple classification of criminal (murder, theft, armed robbery, etc.) and civil laws (those governing, for example, family law and divorce, traffic laws, defamation, etc.)

3) who makes laws?

4) why do we have laws?

    a) the protection of rights and freedoms of state and individual. Can group members think of examples of such laws?
    b) the protection of property of the state and of the individual?
    c) to punish those who break the law?

5) what would happen if we had *no* laws?

6) what can we do if the government makes laws with which we don't agree?

7) who enforces the law?

Roleplay

1) policeman apprehending and questioning suspicious character on street.

2) policeman arresting suspect.

Discussion points to be brought up after roleplay

1) name and address must be given to the police on request.
2) if asked to go to the police station, suspect does not have to comply unless put under arrest.
3) if arrested, suspect must be told on what charge.
4) suspect cannot be forced to make a statement and should not sign anything unless perfectly understood. He should wait for the help of a solicitor or legal aid representative, if he does not fully understand the situation.
5) what is a solicitor? How do you get legal aid? How much does the services of a solicitor cost?

Activity

Look up name, address, phone number of local Legal Aid Bureau or Solicitor.

Vocabulary

criminal
civil
arrest
statement
suspect
charge
solicitor
legal aid

Resources

Yellow pages phone books (to look up solicitors)

Legal Aid pamphlets (available from the Law Society, address and phone number in White pages phone book).

"Your rights" - Victorian Council for Civil Liberties,
P.O. Box 137,
CARLTON, VIC., 3053.

Section V - The Application of the Law

Discussion

If a person is arrested and charged with breaking the law, what happens to him?

- a) remanded to appear before the court
- b) given bail pending court appearance
- c) trial before magistrate or J.P.
- d) trial by jury
- e) role of defending and prosecuting counsel
- f) role of jury. How many in a jury? How they are chosen. Challenges of jury members.
- g) the role of the judge in ensuring proper procedure is adhered to and in pronouncing sentence
- h) defendant set free if found innocent, sentenced if guilty
- i) types of punishment
    - i) fine
    - ii) bond
    - iii) suspended sentence
    - iv) prison term
- j) future possible consequences of having a prison record.

Activity

Attend local courts in session.

Vocabulary

remand
bail
magistrate, J.P.
judge
jury
prosecution
defence
guilty
innocent
fine
bond

Section VI - Legal Forms and Licences

Discussion

1) can group members name different legal forms, certificates or licences which identify us and/or permit us to do something, e.g.

   birth certificate
   marriage licence
   drivers licence
   car registration forms
   gun/fishing licence

2) birth certificate

   i) as identification
   ii) as proof of age
   iii) when it may be required (e.g. applying for passport, insurance, certain types of work)
   iv) where to obtain copy

3) licences (e.g. car, sporting)

   i) reasons for having licences
   ii) cost
   iii) where to obtain

4) legal contracts (e.g. housing mortgage, hire purchase)

   i) as an agreement between two parties
   ii) signing contracts
   iii) agreement binding once signed

5) seeking legal help and assistance

   i) how to find a solicitor
   ii) how and where to apply for legal aid

Activity

1) group members may practice filling in application forms for driver's licences, car registration, passports, etc.

2) roleplay - pushy car salesman attempting to make customer sign a poorly drawn up sales contract. (Test assertiveness of group members).

Vocabulary

licence
certificate
contract
signature
identity

Resources

A variety of real certificates and licences or photocopies. A selection of forms and contracts.
Dummy sales contracts - some incorrectly drawn up,
- some well drawn up

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Section VII - Taxation

Discussion

1. what is a tax?

2. what kinds of taxes are there?

   a) direct (e.g. income tax)
   b) indirect (e.g. sales tax)

3. who must pay taxes?

4. why do we have to pay taxes?

5. how do we know how much tax we must pay? Lodging a tax return.

Activity

Group members fill out a tax return - either for themselves or for a mythical person with hypothetical salary, medical expenses, dependants, etc.

Vocabulary

income tax
sales tax
tax return
salary
wages
deductions
rebates
interest

Resources

pens
income tax forms

Section VIII - Insurance

Discussion

1) what is insurance? as a financial protection against loss, sickness or death or inconvenience.

2) what types of insurance are available?

3) Life insurance

   a) as a protection for beneficiaries of insured in the event of his death
   b) as a type of "savings",a security.
      - insured can sometimes borrow money or amount already paid
      - insurance company often pays bonuses or dividends
      - some policies enable the insured to draw out the money invested after a certain length of time
   c) how can we get life insurance?
   d) how much does it cost?

4) Health insurance

   a) some form of health insurance compulsory in Australia. Why?
   b) choice between private funds, medibank, different hospital and medical scales
   c) how do we join a helath insurance fund?
   d) how much does it cost? Comparison of premiums and benefits

5) Insurance of home and possessions

   a) protection against fire, flood, theft.
   b) how do you get insurance for home and possessions?
   c) how much does it cost?

6) Car insurance

   a) "third party" insurance is compulsory - covers only personal injury to any third party.
   b) "third party" property insurance can be taken our privately.
      . covers damage to third party property and vehicle only.
   c) "fully comprehensive" private insurance covers injury to any party plus damage to vehicle or property of any party.

Activities

Look at examples of insurance policies.

Fill in application forms for different types of insurance

Look up names, addresses and phone numbers of insurance companies in yellow pages.

Roleplay insurance salesman with client interested in buying insurance.

Vocabulary

policy
bonus
interest
medibank
MBF, HCF

Resources

Variety of policies and application forms

Medibank cards

Private health fund claim books

Yellow pages phone books

COMMUNITY RESOURCES

Overview of Objectives

To be able to describe the types of services and resources available in the community. These to include shops, medical and dental services, medical insurance funds, recreational facilities, public transport, educational facilities, post office, banks, building societies, rented accommodation, emergency accommodation and governmental social services such as Commonwealth Employment Service and Community Health Centres.

Group members should have experienced all of these services themselves and preferably be able to demonstrate that they can use these resources independently.

Section I - Shops

Objectives

1. **Be able to differentiate between supermarkets, department stores and specialist shops;**
2. **Be aware of which items can be purchased from each of these;**
3. **Group members to be able to purchase items from any of the above, independently.**

Method

1. Initially a discussion to reveal what is already known about different types of shops and the items which can be purchased from each of these;
2. A field trip around the local shopping area with the following questionnaire:

Write down the names and addresses of the shops where you would go if you wanted to buy the following:

1. A hammer Name: ______________________________

   Address: ______________________________
2. Some vegetables Name: ______________________________

   Address: ______________________________
3. A piece of steak Name: ______________________________

   Address: ______________________________
4. A loaf of bread Name: ______________________________

   Address: ______________________________
5. A newspaper Name: ______________________________

   Address: ______________________________
6. A new shirt Name: ______________________________

   Address: ______________________________

7. A piece of dress material Name: ______________________

Address: ______________________

8. A light globe Name: ______________________

Address: ______________________

9. Which of these can be bought at a butchers?

1. a chop
2. an apple
3. milk

10. Is there a supermarket in your area? ____ If so, what is its name? ______________________

11. Is there a department store in your area? ____ If so, what is its name? ______________________

Note: This questionnaire assumes a level of competence in reading which may not have been reached by some group members. If this is the case, then perhaps a one to one situation could be arranged with the group leader, who can then verbally ask these or similar questions of the individual as they together walk around the local shopping area.

Report back on findings and discussion of what the group members have found.

Group members to place information regarding locations of different shops onto a self made display map. Eventually, other community service places such as post offices, doctors surgeries, etc., will be placed on the map to give an overall view of community resources.

In order to fulfil objective (3), it is suggested that actual shopping excursion trips be graded along the following lines:

i) group members to accompany the group leader while he/she goes to a particular shop to make a purchase;

ii) a discussion following this, paying particular attention to -

   a) how to ask for the item you want
   b) giving amount of money
   c) checking change

These last two assume that group members have basic money handling skills. If these are not present then the programme could be modified, perhaps by organising groups which have some members who seem proficient in handling money to help those who aren't.

iii) roleplay buying an item(s) in a shop

iv) group members to go in two's or three's to buy one item - emphasize cooperation and the need to share skills such as reading/handling money, etc.

v) individuals to go to the shops alone to purchase goods.

The last may be achieved only by a new group member depending on the individual's ability to verbalise what she/he needs to handle money and/or to read.

Section II - Medical & Dental Services, Health Insurance

Objectives: Group members should -

1. Be able to supply the name and address of at least one Dentist and one Doctor in the community.
2. Be aware of current average fee for medical and dental consultations.
3. Know the name of their own health fund.
4. Be able to make a payment to the fund and apply for a refund.

Method

1. Using the questionnaire provided, go out into the community to find the names and addresses of medical and dental services and approximate fees charged.
2. Discuss findings in a group.
3. Place locations of doctors and dentists on the community map.
4. Roleplay visiting the doctor or dentist. Paying special attention to how to make an appointment. The types of questions most often asked and how to give a short discussion of your problem/complaint.
5. A discussion of the different types of health funds available. How much do they cost? What services do they provide? To what fund do individual group members belong?
6. Visit as many different fund offices as possible. Group leader may need to demonstrate how to make a contribution and a refund.
7. For those who have the necessary reading skills, practice filling in forms for refunds.
8. Individual group members to make their own contribution and apply for refunds, if possible.

Vocabulary

Can group members read and/or understand the following words?

Medical Centre
Doctor (Dr.)
Dentist
Health Centre
Claims
Cashier
Surname
Christian Name(e)
Signature

Section III - Public Transport System

Objectives:

1. Name types of public transport available in the area.
2. Demonstrate ability to get from one point to another by using any form of public transport.

Method:

Discuss in a group the types of public transport available.

1. Go out and see what is available in the local area. Collect train timetables and maps of the train lines, collect bus timetables and find out what routes they follow.

2. Using a mock situation, give a destination and work together in a group to determine the best way to get there and what trains and/or buses are needed. This exercise may be done with graded examples. First off, easily accessible destinations, then more difficult ones.

3. Roleplay catching a bus/train. Emphasize the correct way to ask for and buy tickets, checking timetables and indicators, bus numbers and platform numbers.

Appropriate behaviour on public transport should be discussed.

4. Send small groups to catch trains and bus, again using graded trips. Begin with a simple non change journey where group members help each other and work up to longer trips involving changing trains and buses. Group members should then perform similar trips alone.

Note: The degree of independence attainable on these tasks will depend to an extent on the individual's ability to read, tell the time and handle money well enough to cope with train/bus travel.

Vocabulary

Can group members read and/or understand the following words?

No Way
Single Fare
Return Fare
Please Pay Conductor
Please Pay Driver
Do Not Talk To The Driver
Pay As You Enter
Emergency Exit
Don't Walk
Walk
Railway Station
Bus Stop
Ticket Office

COMMUNITY RESOURCES

Section IV - Post Office, Banks/Building Societies

Objectives:

1. Be able to state location of each of these and place them on the community map.
2. Be able to state functions of each.
3. Be able to fill in the most common forms from each.
4. Be able to perform simple transactions and operations, e.g. making a deposit/withdrawal, post letters, buy stamps, use public telephones.

Method

1. Tour area to fix locations and place on a map of the area.
2. Visit each and observe what functions are carried out.
3. Discuss findings in a group.
4. Obtain forms and practice filling them out.
5. Group to visit banks, etc., and watch while leader makes a withdrawal, etc. Discuss this and have group members roleplay similar situation.
6. Members will then perform these tasks without the leader and, if possible, then independently.

Note: The skills involved in telephoning need to be analysed into smaller component parts.

Vocabulary

Can group members read and/or understand the following?

Bank
Post Office
Telephone
Telegram
Stamps
Money Order
Postal Note
Withdraw
Deposit
Cheque
Cash
Teller
Building Society
Surname
Signature
Total

Section V - Accommodation

Objectives

1. Demonstrate use of newspapers and estate agents to find accommodation in the local area.

2. Be able to state the differences in types of accommodation - flat/ house/room/boarding house/furnished and unfurnished.

3. Know what types of facilities could be expected from each.

4. Be able to state the meanings of the terms "lease" and "bond", know that a lease is a legal document and understand the importance of agreeing with and understanding the contents of the lease before signing it. At the most basic level this may be an awareness that some group members may need a more experienced person with her/him to discuss the lease before signing.

5. Know the location of the Legal Aid Office and Tenant Advice Service and their functions in relation to tenant/landlord disputes.

6. Show a knowledge of how and where to look for emergency accommodation and what types of accommodation are available, e.g. women's refuge(s), young people's refuge, church run emergency hostels, etc.

Method

1. In small groups go through the newspapers to look for accommodation. Discuss the different types of accommodation available and notice relative prices.

2. Discuss the words "lease" and "bond", if possible use a copy of a lease.

3. Find through the Telephone Directory the nearest Legal Aid Office. Visit the office and later discuss what has been seen.

4. Discuss reciprocal arrangements usually made between tenants and landlords.

5. Visit an estate agency.

6. Find out about emergency accommodation in the area. Visit the local community health centre, check out the notice board for any relevant information, ask what is available in the area.

9. Make up a poster as a group project describing all types of housing available with average prices.

Resources - Your Rights - John Bennett A Civil Liberties Publication:

"Survive" - a poster printed by N.I.C.N.A.C., 427 Cleveland Street, Surry Hills, 69-6236, contains information on community resources, as well as emergency accommodation.

Vocabulary:

Can group members read and/or understand the following:

To Let
Vacant
Bond
Rent
Lease
Signature
Surname
Christian Name(s)
Address
Emergency
Flat
Room
Boarding House
Hostel
Refuge

Section VI

Objectives

1. To be able to name the locations of the local community health service, Commonwealth Employment Service (C.E.S) and youth support scheme.

2. Name the basic functions of each.

Method:

1. Use Telephone Directory and a tour of the area to fix the locations C.H.S., C.E.S., and Y.S.S. Place these on the map.

2. Visit each of these, if possible have someone from each agency talk to the group and show them around.

3. Obtain forms, e.g. unemployment, pensions, etc., and practice filling in basic information.

Vocabulary:

Can group members read and/or understand the following?

Surname
Christian Name(s)
Age
Address
Date of Birth
Married
Single
Widowed
Divorced

LEISURE AND RECREATION

Overview of Objectives

Each group member should be able to state:

1. What 'leisure' means for her/him.
2. How much leisure time he/she has available.
3. Her/his understanding of increasing leisure time and awareness of activities available to them to pursue in this time.
4. The names and addresses of at least two places where she/he could pursue her/his particular interests and/or hobbies.
5. The costs of various leisure activities (e.g. movie theatre, swimming, etc.).

This programme has been divided into four sections involving:

1. activities which are free, or cost little money.
2. activities which cost money.
3. activities which can be done alone.
4. activities which need to be done with others.

Introductory Session:

Group leader may pre-test group members using the leisure questionnaire to assess the awareness they have of leisure activities and their importance.

Discussion

1. What is leisure time?
2. How much leisure time does each individual have? Stress on varying time for each member depending on amount of time spent at work or home duties.
3. Why does it matter how we use leisure time?
    a. increasing leisure time through shorter working weeks and split shift.
    b. leisure activities prevent boredom
    c. more people will be unemployed, therefore need to use large amount of time constructively.
    d. friends can often be made through leisure activities.
    e. leisure activities can increase knowledge.
4. leisure activities involve choice. Activities are available which can be done
    a. at home
    b. in the community
    c. alone
    d. with small group of friends
    e. with large group

Therefore a leisure activity can be found to match all types of individual.

Section I - Activities which cost little or no money

1. Discuss with group members and list as many free or little cost activities they can think of. Examples may include sports, libraries, museum, parks, bush walking, hobbies, radio, television, Youth Support Scheme activities, Y.W.C.A., Y.M.C.A., church groups, etc.

2. As a group choose at least one of these areas, or smaller interest groups may choose a sport/hobby, etc., and research as completely as possible.
   Findings could then be brought back and shared with other group members.

Youth Support Scheme:

Using this scheme as an example, group members could follow some of these activities.

1. Find the nearest Y.S.S.when and where it operates by using the telephone directory and/or visiting the community health centre or local C.E.S. office.

2. Visit the Youth Support Scheme and find out what activities are available.

3. If individual members are interested and decide to take part in some of the activities, they could report back to the group and tell them what they did and what they thought of the activities.

Section II - Activities which cost money

1. Discuss and list activities which cost money. The list could include some of the following - sports, movies, restaurants,cafes, hobbies, etc.

2. Using newspapers, making phone calls and by making local excursions, find out the approximate adult cost for any activities which the group lists.

3. In smaller groups choose an activity to research in more detail and report back to the main group. The smaller groups should make notes on cost, addresses, any special equipment needed, type of clothing which is appropriate, time, etc.

Movie Theatres

Using this as an example of a leisure activity, group members could follow these suggestions:

1. Find out names and telephone numbers of theatres in the area.

2. Choose a film, then call the theatre to ask cost of tickets and screening times. Note: This task may need to be modelled by the group leader, then roleplayed by the group before actually making the phone call.

3. As a group decides on the most suitable time to see the film, discuss the amount of money needed, including extra money for drinks and food. Discuss if there is a need to dress in a particular way - how do most people dress when they go to the movies? How do most people behave when they go to the movies?

   Discuss the pros and cons of booking seats - when this may be necessary and when it's reasonable to assume there will be tickets available at the door.

   As a group go and see the movie, the group could then discuss what happened and how they felt about it.

LEISURE AND RECREATION

Section III - Activities which can be done alone

Discuss and list activities which can be done alone.

Separate into those which cost money and those which don't.

Cost Money	Cost Little or no Money
Some hobbies/interests	T.V.
Movies	Radio
Spectator sports -- etc	Listening to records
	Reading (joining the Library)
	Walking
	Swimming
	Some interests/hobbies, parks, museums -- etc.

Group members could bring along a hobby or talk about a particular interest they have, to the rest of the group. Information can be shared about the cost, equipment needed -- etc.

Section IV - Activities which need to be done with others

- discuss and list the above activities. Again break them up into activities which cost money, those which cost little or no money.
- many of the suggested activities will overlap with previous sections. Groups could break up into smaller units to research one interest area and report back to the main group.
- one activity could be chosen such as bushwalking and the whole group discuss and plan the trip. Some things to be considered by the group include - where to go? how to get there? how much does it cost? any food and clothing needed? precautions to be taken? danger of bushwalking alone? elementary first aid, etc.

  Finally, having arranged the trip, actually go bushwalking.

Note: These sessions are open ended and the direction taken will depend a lot on the interests and abilities of group members.

Resource Material and Places:

1. Amusement section of the newspapers.
2. 'Survive' a poster published by N.I.C.N.A.C. 427 Cleveland Street, Surry Hills, 69-6236 (contains good suggestions and places to find out what is going on).
3. Group members imagination.
4. Community Health Centre.
5. Youth Support Scheme Office.

LEISURE QUESTIONNAIRE

Name: ____________________

Date: ___________

1. In my spare time I

    A) Do nothing

    B) Watch T.V.

    C) Read

    D) Go out with friends

    E) Play sport

    F) Go to a club

2. I would like to do something in my spare time

    A) But I don't know what I want to do

    B) But I am not allowed

    C) But I haven't got any money

    D) But I haven't got any one to do things with

    E) But I don't know how to do anything

    F) I already like what I do in my spare time

3. Each week day I have

    A) About 1-hour spare time

    B) About 3-hours spare time

    C) About 6-hours spare time

    D) No spare time

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LEISURE QUESTIONNAIRE

4. It is important to know how to use spare time because

   A) I might not have a job

   B) I might get bored

   C) I might work shift work

   D) I can meet friends

   E) I might learn more

5. To go to the pictures it costs an adult.

   A) About 50¢

   B) About $3.00

   C) About $2.50

   D) About $1.00

6. A Restaurant is

   A) A place to get a cup of coffee

   B) A place to have a rest

   C) A place to meet friends

   D) A place to have a meal

   E) I don't know

7. A Library is

   A) A place where you can read papers and magazines

   B) A place which gives information about what's on in your area.

   C) A place where you can borrow books

   D) A place where only students can go

   E) A place where you can improve your knowledge about hobbies and interests

   F) None of these things

LEISURE QUESTIONNAIRE

8. My hobbies are

A) Model making

B) Collecting

C) Reading

D) Sewing or knitting

E) Sport - say which ______________

F) Something else - say what ___________________

____

G) I have no hobbies

9. The sports I watch are

A) Football

B) Tennis

C) Swimming

D) Boxing or wrestling

E) Netball

F) Any others - say which ______________

G) I don't watch any sport

10. The sports I take part in are

A) Football

B) Tennis/Squash

C) Swimming

D) Ice or roller skating

E) Any other, say which _____________

F) I don't take part in any sport

LEISURE QUESTIONNAIRE

11. How would you find out what's on at the cinema? ____________________

____

12. Is there a youth centre or church group near your home? Yes/No
If there is, write down its name and address

____

13. It's a beautiful summer's Sunday. Write down 2 ways you could spend your leisure time.

A) ____

B) ____

14. It's a rainy,cold Sunday. Apart from TV, write down 2 ways you could spend your leisure time.

A) ____

B) ____

15. Write down 2 ways to spend your leisure time which are free or cost less than 50¢ (not watching TV)

A) ____

B) ____

HEALTH AND GROOMING

EXTENSION PROGRAM

This program was specifically designed for use in the social development project. It was conducted over eight sessions, with both males and females.

Thanks are given to the Community Nurses from Granville area Health Centre, who conducted sessions 1 to 4 on Health Care. Sessions 5 to 8 were on Clothes Care and Choice,conducted by Centre staff.

A more extensive program is currently being prepared at the Centre (Health, Hygiene and Grooming) which will be published at a later date.

SUMMARY OF CONTENTS

GENERAL OBJECTIVES

SESSION I Body Needs

General Hygiene Related to Good Health

SESSION II Abuse of the Body

SESSION III a) First Aid

b) Use of the Thermometer

SESSION IV a) Contraception

b) Visiting your Doctor

SESSION V Clothes, Care and Clothes Choice

. Knowing your Sizes

. Wardrobe Inventory

. Budgetting for Clothes

. Mending Clothes

SESSION VI Clothes Choice

. Shopping Expedition

SESSION VII Clothes Care

. Mending Clothes

. Washing and Ironing Clothes (Introduction

. Reading Labels

SESSION VIII Clothes Care

. Washing Clothes (Practical Application)

. Drying Clothes (" ")

. Ironing Clothes (" ")

. Shoe Care

GENERAL OBJECTIVES

1. Assist the client to develop an understanding of the concept of good health and why it is important.

2. Assist the client to understand the link between good hygiene and health.

3. Assist the client to understand some basic first aid.

4. Assist the client to understand how health problems may arise, and if they do, the appropriate care.

5. The client will be able to approach a doctor, stating clearly the reason for the visit

6. The clients will demonstrate that they understand and are able to decide on clothes needed/wanted, budget for and choose clothing for themselves

7. Clients will gain basic skills in being able to repair their own clothes

8. Clients will gain skills in being able to wash and iron their own clothes.

SESSION 1 - GENERAL HYGIENE RELATED TO GOOD HEALTH

Invite a nurse to speak with the group on the listed areas. These areas provide for an outline of the topics to discuss - encourage group members to offer their own opinions, as well as bringing up questions and other, related, discussion points.

Content Outline

1. Discuss with the group what are the basic body needs. List these on a chart. Ask the group for their opinions and suggest the following, if the group has not suggested these.

Need for
- fresh air
- exercise
- proper conditioning for exercises
- proper dress for weather
- sufficient rest
- cleanliness
- proper nutrition

As each point is mentioned and placed on the chart, discuss why it is important.

2. Hygiene and Health

A. HAIR
  1. Shampooing
  2. Regular Brushing
  3. Treatment of Dandruff
  4. Head Lice
  5. Sores on Scalp

B. EARS
  1. Cleaning of

C. TEETH
  1. Cleaning of
  2. Dental Care

D. SKIN
  1. Regular Showering
  2. Treatment of Acne
  3. Use of deodorants, talc, etc.
  4. Covering of sores

E. NAILS
  1. Care of

F. FEET
  1. Care of
  2. Importance of well fitting shoes
  3. Treatment of Tinea

G. Importance of good personal hygiene during monthly period.

H. Importance of well fitting, clean clothes.

Display and general discussion on various types of shampoo, deodorants, toothpastes, hair brushes and tooth brushes.

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SESSION I (Cont'd)

Booklets and Pamphlets (available from Division of Health Education, Health Commission of N.S.W. or from your local Area Health Centre).

Distribute and discuss the following:

a. Acne, Give your skin a fresh start

b. Scabies (the Itch)

c. Ringworm (Tinea)

d. ABC of Dental Health

e. Your Mouth is a Plague Factory, How to Clean your Teeth

f. Prevention and Treatment of Head Lice

g. Care of the Feet

SESSION 2   ABUSE OF THE BODY

Invite a nurse to speak with the group on the following. Encourage group to offer opinions and questions.

1. Ask the group to make a list of some of the ways in which we can abuse our bodies:

- a. smoking
- b. drinking
- c. overeating - wrong foods, fatty and non nutritious food
- d. under eating - wrong foods, lollies and sweet food
- e. over exposure to the cold - winter
- f. over exposure to the sun - summer
- g. abuse of drugs - covered fully later
- h. general lack of hygiene and cleanliness

A. Smoking

- i) causes of loss of appetite
- ii) causes feeling of general laziness due to lack of air to lungs whilst smoking
- iii) higher increase in chest complaints
- iv) distasteful to many people
- v) lung cancer

B. Drinking

- i) can make a person more pleasant to be with but usually works the other way
- ii) makes a persons reasoning and thinking muddled
- iii) Can make a person aggressive and rude and argumentative

Cirrhosis of Liver, brain damage

C. Over Eating
- i) eating between meals
- ii) eating wrong foods - starches and sweet food leads to overweight and dental decay

D. Under eating
- i) non nutritious food
- ii) skipping meals just having snacks

E. Over Exposure to cold - we must dress to suit the type of weather. our bodies must be able to breath but should still be warm

F. Over exposure to heat - our bodies become short of water and salt

G. Over exposure to sun - sun burn
- skin cancer
- heat exhaustion
- heat stroke

Discuss with group, best method to get a good tan

H. Abuse of drugs - pain killers
- Bex, Asprin

(Other drugs not discussed in this session)

I. Lack of hygiene - use of deodorants - body odours
- acne - care of skin

Booklets and Pamphlets
(Available from the Division of Health Education, Health Commission of N.S.W. or from your local Area Health Centre)

Distribute and discuss:

a. Why Elephants don't smoke
b. So you want to stop smoking
c. Break the smoking habit
d. Cancer, facts that could save your life
e. Cancer, how to recognise the early symptoms and signs
f. Answers to your questions about Cancer
g. Good food, safe food
h. Vitamin C and scurvy
i. Food and Nutrition
j. Its lunchtime
k. Eat to be fit
l. Why food spoils
m. Salad suggestions
n. Hints for Economy in Meal Planning
o. Young People and Food
p. Cooking the Gourmet Way without added Calories
q. Facts about Food
r. How to loose weight wisely
s. Taking Care During Heatwaves
t. Save your own skin - sense in the sun
u. Sunthing you should know about Sunshine
v. Pain Killers and You
w. Everything you've always wanted to know about V.D.

SESSION 3 (a) FIRST AID

Invite a nurse to speak with the group on first aid.

Give information and encourage group to ask questions.

FIRST AID

'DO'

a) First check breathing

then

b) Bleeding

then

c) Position

then

d) Level of consciousness

'DON'T'

a) Waste time

b) Move unnecessarily

c) Panic

d) Talk unnecessarily in front of patient's about their injuries

METHODS OF FIRST AID

HISTORY

First establish what is wrong.

If patient is conscious ask 'what happened' OR

bystander may be able to tell you e.g. ' was hit by car ' - ' clutched his stomach and fell ' etc.

Symptoms - where does it hurt?
what do you feel?

SIGNS -

What can I see? Feel? Hear? Smell?

Compare one side of body with other -

Decide - what you may feel is wrong and treat

INJURIES

Fractures

Dislocations

Sprains

TYPES OF FRACTURE

Closed

Open

Complicated

Treatment and immobilization of patient

SHOCK

Lie patient down

Give fluids (unless unconscious)

Never give alcohol!

Cover with blanket

ELECTRIC SHOCK

First turn off Electricity

UNCONSCIOUSNESS

Unconscious position and how to roll patient

Check no foreign body in mouth and patients breathing

Burns and Scalds

Foreign bodies in eyes, etc.

POISONS

Types and treatment

Snakes and Venomous Creatures

Anti-venom - Medical help

Constrictive bandage - release every 20 mintues

CAR ACCIDENTS

Removing people from cars, etc.

SHOCK (Cont'd)

Seek medical aid

PRESSURE AREAS

Neck

Wrist etc

Wounds and bleeding, cuts and scratches

Treat bleeding with:

1. Direct pressure (unless foreign matter present)
2. Apply dressing
3. Pressure points

RESPIRATIONS

Mouth to Mouth

Mouth to Nose

Cardiac Massage

One adult

child

baby

PREVENTION IS BETTER THAN CURE

SECTION 3 (b) Use of Thermometer

The thermometer is an instrument for measuring the body temperature. It is made of glass, with degree markings down the side It contains mercury which rises when heat is applied from the body. This then registers the body temperature on the thermometer, at the point of degrees where the mercury stops rising.

The normal being 37° centegrade.

There are many places on the body where the temperature is taken

These are:

Left in position
for 2 to 3 minutes

The mouth under the tongue

Under the arm - the axilla

The groin

The back passage or rectum, usually in small babies or unconscious patients

Temperature is taken in cases where a fever or infection may be suspected. This is a good indication as the mercury is the thermometer will rise to many degrees above the normal. This indicates that the Doctor should be contacted as soon as possible to check and see whether further treatment is required.

SECTION 4 (a) Contraception

Invite a nurse to speak on the following:

1. Basic anatomy of female reproductive organs.
2. Menstruation
3. Basic anatomy of male reproductive organs
4. Basic words and meanings, e.g. ejaculation, testicles, vagina, penis, etc.
5. Forms of contraception (have available diagrams or samples if possible)

   e.g. pills

   diaphrams

   creams and ointments

   condoms - how to use correctly

   IUD - copper 7, lippy loop, etc.

   sterilization - male and female

   rhythm method
6. Stress importance of contraception of sexually active and how each party plays an equally important part in protecting himself.
7. Clinic - F.P.A. Local Doctors
8. Questions and Answers

   e.g. what are wet dreams?

   why and how is erection possible?

   how long does sperm last in vagina?

   how are twins conceived?

   how much sperm is made?

   numerous questions on menstruation.
9. Family planning booklets - helpful.

SECTION 4 (b) Going to the Doctor

1. Discuss with the group reasons people go to see a doctor. List these on a chart

2. It is important to be clear on your reason for seeing the doctor

- clear statement to doctor of the reason forthe visit

- have a clear idea of your symptoms and be able to explain these to your doctor

- don't just sit back and have the doctor try to guess- be clear and assertive in explanations

3. Have each group member decide on an ailment they wish to see the doctor for in a role play.

Each member will have a turn at being the patient and practicising their role play until they are able to state clearly reason for the visit and answer questions

Role of the doctor can be taken by a) group worker

b) group worker for one or two role plays, to be model and then group members

c) group members

Stress to the group that they have the right to ask questions of the doctor, if they are unclear.

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SESSION 5 - Clothes Care and Clothes Choice

A. CLOTHES CHOICE

i) Sizes - Before we buy clothes, we need to know our sizes

Have the trainee complete the following questionnaire

What size do I take in:

1. shirt, blouse, T-shirt ____________
2. slacks, jeans, pants ____________
3. dresses ____________
4. shirts ____________
5. cardigans ____________
6. jumpers ____________
7. underpants ____________
8. petticoats ____________
9. bras ____________
10. singlets ____________
11. spencer ____________
12. socks/stockings ____________
13. shoes ____________

Use a tape measure to find out the size of my
a) waist
b) chest
c) hips

If group members do not know the above details, set homework for them to come to the next group session, with the questionnaire completed.

II. Wardrobe Inventory

Issue the following for members to complete by themselves and bring along to the next group session, which will involve a shopping expedition

The purpose of the questionnaire is for group members to take a count of the clothing they have at the present time and to plan further additions to their clothing.

Explain to the members that in the next session a shopping expedition is planned and each is expected to make a decision about what they wish to buy (at least one article of clothing). Each member is expected to bring wardrobe inventory to the next group session.

WARDROBE INVENTORY (Girls)

Article of Clothing	How Many I have Now	How Many I Need
Underpants		
bras		
spencer		
petticoat		
stockings		
socks		
blouses - long sleeve		
blouses - short sleeve		
t-shirts		
jumpers		
cardigans		
long skirt		
short skirt		
winter skirts		
summer skirts		
winter pants		
summer pants		
jeans		
long dresses		
winter dresses		
summer dresses		
jackets		
pants suits		
skirt suits		
pyjamas		
nighties		
dressing gown		
shoes (list)		

WHAT DO I WANT TO BUY FIRST

WARDROBE INVENTORY (boys)

Article of Clothing	How Many I have Now	How Many I Need
underpants		
singlets		
socks		
shirts - long sleeve		
shirts - short sleeve		
jumpers - winter		
jumpers - summer		
t-shirts		
casual shirts		
cardigans		
winter trousers		
summer trousers		
jeans		
shorts		
jackets		
pyjamas		
suit		
shoes		

WHAT DO I WANT TO BUY FIRST

III BUDGETTING

Briefly discuss with the group how they set aside money for clothing.

Do they use a budget? Have the group members decide how much money they can afford and wish to spend in the shopping expedition. Ask trainees to bring along this money for the next session

B. MENDING CLOTHES

Materials Required : material
cotton
needles
pins
buttons
hooks and eyes
press studs
scissors

1. Discuss with the group, what repairs it is possible to make on clothes by hand
    - tears
    - fallen hems (skirts, dresses, slacks)
    - taking up or letting down hems
    - missing buttons, hooks, eyes

2. Issue each member with a needle and thread - practice theading

3. Issue members with materials and buttons. Practice sewing on a button.

4. If there is sufficient time practice also sewing on hooks, eyes and press studs.

SESSION 6 CLOTHES CHOICE (Time required 3 hours)

Discussion before shopping expedition:

1. Have members bring to the group their Clothes Inventory - discuss what clothes they need and what they wish to buy on this outing. Also check back that members know their sizes and measurements.

2. Check to see if members have sufficient money

Discuss other ways of payment (e.g. lay by)

3. Need to be clear on what we want to buy and budget our money beforehand

4. Discuss

. the need for shopping around and comparing prices, before making the final purchase

. importance of checking whether goods can be exchanged or money refunded

. importance of trying on clothes to check for correct fit

5. ALWAYS CHECK YOUR CHANGE BEFORE WALKING AWAY FROM REGISTER

Role play - you have been short changed

6. GO SHOPPING TO A LOCAL SHOPPING CENTRE.

SESSION 7 CLOTHES CARE

Revise briefly and discuss the shopping trip from previous session

A. MENDING CLOTHES

1. see session 6 (a) for materials required

2. Revise and practice

   - threading a needle
   - sewing on a button
   - sewing on hooks and eyes
   - sewing on press studs

3. Explain to members, demonstrate and have them practice

   - how to sew a hem
   - take up a hem
   - let down a hem
   - sewing up a rip in clothing
   - sewing along a seam

Save the last 45 minutes of the session for discussion and introduction of

B. WASHING AND IRONING OF CLOTHES

1. next session group will be practicising washing and ironing. All will be expected to bring in at least two articles of clothing which require washing and ironing

2. Discuss the difference between washing and drycleaning

What clothes can be washed

What clothes can be drycleaned

READING LABELS

What do labels on clothes tell us. Often instructions on how to care for - tells us:

- hand wash
- machine wash
- dry clean
- spin drying
- drying instructions

Here are some labels:

LABEL 1:

WASH AND WEAR
Wash by hand or machine, Rinse in warm (not hot) water. Rinse well. Do not wring or twist. DRIP DRY-NEEDS NO IRONING. If touch-up is needed, use warm (not hot) iron

100% COTTON
made by
Christine Clover

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LABEL 2

WASH BY HAND or MACHINE Wash in warm (not hot) water and soap. Rinse well in clear water. DO NOT WRING OR TWIST. Press lightly with a warm (not hot) iron at rayon setting	A New Cloth Can Be Washed 40% rayon 60% cotton Stays pressed Looks and feels like silk

LABEL 3

TO LAUNDER: Use warm water with soap. Rinse well. DO NOT WRING OR TWIST. Iron when a little wet. Iron on wrong side. Use warm - not hot iron.	100% rayon Stays pressed Dries quickly Holds its shape

LABEL 4

Summer Weight	34 % rayon
COOL * HEAT	33 % silk
Stays pressed	33 % wool

LABEL 5

DRY CLEAN ONLY	100% Fine Wool

Discuss with the group what instruction each label gives.

SESSION 8 CLOTHES CARE

Washing and Ironing Clothes

If there is a washing machine, drying facilities and an iron on the premises, each member will be expected to wash dry and iron some of their clothes

If these facilities are not available, use a laundromat

1. use the phone book to find the nearest laundromat

2. phone to check on hours and costs

3. visit the laundromat and wash and dry clothes

WASHING

Points to be remembered before washing

1. have you read the label on the clothes and is machine washing suitable? If hand washing is recommended, have the member hand wash

2. separate clothes whose colour dyes run - discuss with group why?

3. separate whites from coloureds - discuss why?

4. Any other questions

With instruction have each member, wash and dry their clothes

IRONING

Discuss the effects of the hot iron on some materials: (make sure to read the label). Have members iron the clothes that were washed.

SHOE CARE

1. Regular maintenance works out cheaper/where to go to have shoes repaired

2. Polishing shoes - why polish

3. care of socks and stockings.

RATIONALE:

The extent to which an individual can adapt to problem situations and the interpersonal demands which arise out of everyday working life is crucial for maintaining employment.

At work an individual's communication experiences govern whether that person learns about their performance characteristics, their supervisor's expectations and the nature of the work demands, Can the individual evaluate his own performance or obtain feedback from others? Does the individual listen to and understand the reaction of others to his work performance? Can the individual evaluate how well he is able to express his intentions or how he is being perceived by others? Does he actively listen to instructions, and seek clarification if necessary?

Many of the adolescents attending this Centre initially lack these communication skills. By utilizing a group program based on communication activities, modeling and roleplay, trainees can acquire the insight and feedback to learn appropriate ways of communicating in work situations. The premise is that this will in turn reinforce decision making related to job training and positively influence supervisory interactions.

INTRODUCTION

The activities in this program rely on group interaction to generate feedback about the communication process, and group problem solving to create an active learning process.

Prior to the first session the group leader (facilitator) should discuss with participants the overall objectives of the program, and their relation to successful employment. A questionnaire on goals for communication is then distributed and, after discussing the questionnaire statements, each individual is asked to rate their communication needs.

The guidelines for group participation should then be resolved. Many of the following suggestions are meant to provide an orientation for the group leader.

- although the facilitator initiates, directs or encourages group discussion, increasing responsibility for group development needs to be placed on the participants.
- mutual respect and genuineness is being fostered so that participants will give feedback and identify their communication needs.
- participants are encouraged to direct conversation to one another rather than centre on the facilitator.
- group problem solving is being sought and each person has some responsibility for contributing opinions and giving observations.
- the facilitator attempts to create a shared perception in the group for the need to accept responsibility for learning communication skills and appraise their own growth.

It is crucial that the facilitator demonstrate and model a range of communication skills during group interactions. This can be achieved by reflecting and clarifying the comments of participants and redirecting questions such that the discussion is focused on the observations and insights arising from the experiences of the group members.

It may be necessary to re-negotiate group goals and expectations with the participants at a latter stage of the program. The facilitator should seek feedback about whether his involvement and participation are perceived as in accord with the initial contract.

COMMUNICATING ON-THE-JOB

GENERAL OBJECTIVES:

To demonstrate the communication process and emphasize its significance to successful employment.

To develop each participant's awareness of his/her own communication skills and deficits.

To develop skills that will aide the communication process particularly in a work situation.

To identify how each participant communicates on-the-job and demonstrate the relationship subsequently formed with his/her supervisors.

To explore ways of improving the communication between participants and his/her supervisors.

LEARNING OBJECTIVES:

Unit 1

a. To illustrate that the passive reception of instructions often results in misperceptions.

b. To realise that a listener may attach meaning to spoken words different from that intended by the speaker.

c. To introduce the importance of feedback in effective communication.

d. To list the ways in which participants gave feedback during the exercise.

Unit 2

a. To become aware of the critical role of feedback when giving or receiving instructions for carrying out a task.

b. To provide feedback to each participant about his/her skill in giving and receiving spoken directions.

c. To illustrate active listening skills as a means of giving and receiving feedback about the reception of a communication.

Unit 3

a. To illustrate the process of two way communication and emphasize its relation to successful employment.

b. To develop the readiness to respond more actively to others' attempts to communicate.

c. To examine the relationship problems and misunderstandings caused by poor communication in work situations and within the group.

Unit 4

a. To develop skill in giving and receiving oral directions by practising active listening and questioning skills.

- paraphrasing responses
- clarifying or perception checking
- summarising responses
- responding to non verbal cues
- direct and open questions
- negotiating for meaning

Unit 5

a. To appraise the active listening skills of each particpant.

b. To seek a commitment from each participant about the communication skills he/she wants to improve or acquire.

Unit 6

a. To identify the feedback skills that occurred while:

- communicating information
- giving instructions
- negotiating for meaning

Unit 7

a. To elicit each participant's appraisal of his/her ability to communicate with the supervisor.

b. To practise initiating and giving feedback to a supervisor.

c. To explore the reasons for breakdowns or barriers to communication and practice ways of overcoming these communication problems.

COMMUNICATING-ON-THE-JOB

UNIT 1 Objectives:

a. To illustrate that the passive reception of instructions often results in misperceptions

b. To realise that a listener may attach meaning to spoken words different from that intended by the speaker

c. To introduce the importance of feedback in effective communication

d. To list the ways in which participants gave feedback during the exercise

Group size: from 7 to 9

Time required: 2 sessions each of 1½ hours duration

Materials Needed:
a. A large cardboard sheet and marking pen
b. Two sheets of paper and a pencil for each participant
c. Reproductions of drawings 1 and 2
d. Audio tape recorder
e. Two designs on small cards

Session 1 Procedure:

In introducing this activity the facilitator should initially ask the participants if they are aware of the meaning of the word ' communication'. After eliciting responses and clarifying the meaning of this term the distinction between one way and two way communication can be posed for further discussion.

2. The facilitator reinforces this distinction, using as an analogy periods of the group session when the information he gave the group was passively received, and those occasions when there was a process of exchange between participants and feedback evident.

3, The facilitator then informs the group that their ability to listen and understand oral instructions will be tested in the coming excerise. They are told that of particular importance is the knowledge or recognition of not perceiving the instructions fully or clearly, and how they seek clarification.

4. A participant is selected to describe the relationship of a drawing of five squares (one way form). The other members are arranged in a semicircle facing the instructor in such a way that they cannot see each others drawings.

The group is informed that in the first phase of the excerise they cannot ask the instructor any questions nor give audible responses to the descriptions. They are to draw a series of 5 squares exactly as they understand the directions. These drawings are labelled form 1.

A tape recording is then turned on and the instructor begins describing the drawings.

As each square is described in its spatial relationship to the preceding one, the facilitator asks each group participant to decide whether or not they have accurately drawn that square. If the descriptive information was insufficient or they feel uncertain about the accuracy of their drawing they are told to signify this by marking that square with an X

5. In order to demonstrate the importance of feedback the instructor is

provided with another drawing of a series of five squares (two way form). The participants are told to carefully consider the directions they are given by the instructor, and if they are unclear, vague or suggest a couple of alternatives, they are to ask as many questions or clarify details until they are satisfied that they have the correct message.

They are reminded that they have as much responsibility as the sender for the accurate understanding of the directions and that they are not to allow the instructor to proceed describing the next square until they are confident that they have the correct message.

Participants are also given the expectation that whoever asks the most clarifying or direct questions is likely to be the person who recognises discrepancies and has the most correct responses.

6. The instructor then gives directions for drawing the squares and this is audio-recorded. During the questioning time, the facilitator keeps a count of the frequency and type of questions or responses from each participant. The participants are constantly reminded to question and probe before they commit themselves to drawing what they have visualised. Should anyone still experience uncertainity about the accuracy of any part of their drawing, and have exhausted their questions, they are to indicate their uncertaininity by marking that square with an X. In this manner, each participant again estimates the number of squares he/she has drawn correctly.

When the instructor has completed the task, both One way and two way forms are shown to the group and each individual drawings are rated. The facilitator determines the mean guessed accuracy for trials 1 and 2, based upon individual estimates of accuracy and also lists the actual mean accuracy on the basis on individual scores.

The results are then discussed with the participants and emphasis is given to any discrepancies between the guessed accuracy and actual accuracy in both the first and second trials.

7. To stimulate discussion the following questions can be used:

. If you compare the results of the one way instruction excerise with the two way communication exercise which method gave you a more accurate information about the drawings? How?

. Was there anything wrong with the manner in which the instructor described what to draw? What was it?

Did asking questions help you to understand the directions any better?

What sort of feedback did you give the instructor about what he was describing?

If your drawings were incorrect was it your fault or that of the instructor?

Who is responsible for understanding directions on the job?

8. The tape recording of the two way communication exercise and the one-way exercise if time permits, is then played. While listening, the participants compare their corrected drawings with the instructions and decide if the mistakes in their drawings resulted from the way in which the instructor gave directions, or from their incorrect interpretation of what was described.

While listening to the tape the participants are to identify any unclear or ambigious instructions and signal for the tape to be stopped. They then relate how the instruction should have expressed the instructions.

9. The facilitator concludes the discussion by asking the participants to identify the ways in which feedback occurred during the two way communication exercise. These can be written on the cardboard sheet, and where appropriate the facilitator assists in defining or probes the replies until the participants uncover some of the characteristic ways of giving feedback.

10. In the second session, the facilitator may begin by offering his observations to each participant about their involvement and communication skills during the previous session.

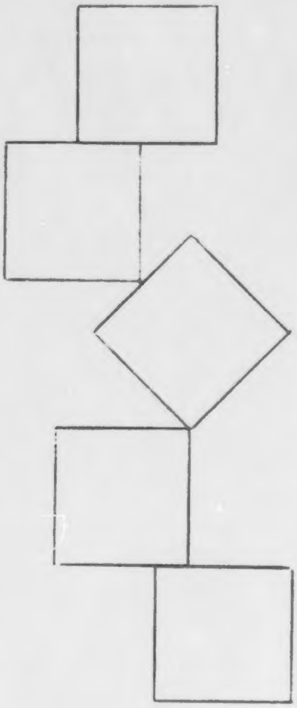
Session 2

The two way communication exercise of the first session can be repeated using two new designs (see designs 1 and 2). This will reinforce the importance of feedback in effective communication and allow for further identifiction of feedback skills.

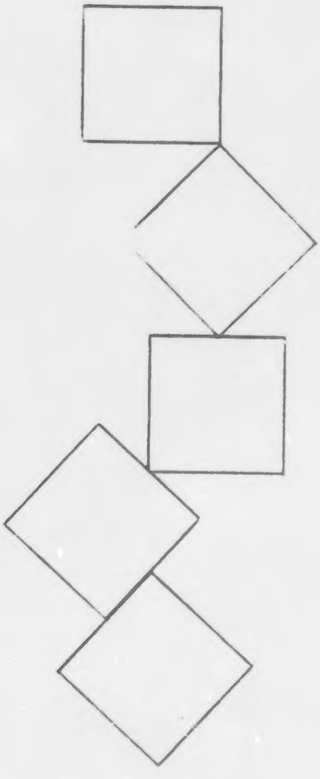
The facilitator may also take this opportunity to discuss the personal communication goals of the participants, and work out the major focus of future sessions with the group

It's important that the participants maintain the purpose of the group, identify personal communication goals and receive appropriate feedback, and goal direction in each session.

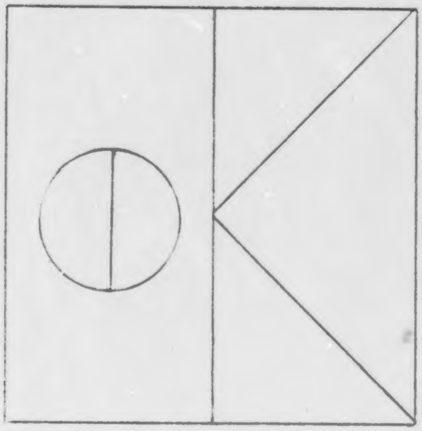
SERIES 1.



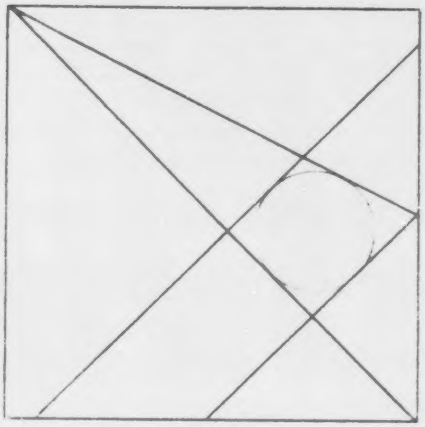
SERIES 2.



DESIGN 1.



DESIGN 2.



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UNIT 2 OBJECTIVES:

a. To become aware of the critical role of feedback when giving or receiving instruction for carrying out a task

b. To provide feedback to each participant about his/her skill in giving and receiving oral instructions

c. To illustrate active listening skills as a means of giving and receiving feedback about the perception of a communication.

Time required: one 1½ hour session or two 1 hour sessions

Equipment Needed:
a. audio recorder and/or video recorder
b. two to three items that can be assembled or used to give job instructions

SESSION 1

Suggested Activity:

1. The participants are informed that they will roleplay situations where they individually will have the opportunity to give and be the recipiant of job instructions. The insights achieved from Unit 1 exercises are briefly discussed and summarised, so as to reflect the purpose of the present exercise.

2. Four participants are selected to take part in the roleplaying exercise. The remaining group members are assigned to observe either the instruction sender or the receipant. They are asked to identify and later comment on any feedback exchange they noticed during the exercise.

3. An assembly task with which one of the participants if familiar is used for the first roleplay exercise. This allows a participant who has experience with the task to instruct someone unfamiliar with it. After being instructed, the receipant repeats the job instructions to their instructor. This exercise is audio recorded for later replay.

If a task is used with which none of the participants are familiar, the facilitator may act as the instructor.

4. If actual job tasks are unavailable, then any task requiring a series of instructions will be suitable (examples, assembling a three phase cord to an electric plug, a silver soldering operation, assembling a desk calender, solving a paper and pencil puzzle or completing a coding sheet).

5.

a. When the instruction roleplay has finished, the instruction sender is asked to comment on how confident he/she is about having taught the task to the receiver.

b. The instruction receiver is also asked to judge how accurately he/she has understood the task procedure.

c. The observers are then asked to comment on:

- how clearly the instruction was given?
- how was it received?
- what feedback did the participants exchange during the instruction period?

. how accurately did the receiver understand the instructions?

d. The facilitator summarises the task procedure and plays back the tape of the exercise to the group. The tape is stopped at appropriate intervals and the group is asked to comment on how the oral instructions were received and suggest how the instruction procedure could have been improved.

6.
The following questions can then be directed to the group.

a. Why would someone fail to ask questions about instructions that they don't understand?

b. How can you reduce the chances of getting incorrect job instructions?

c. If you were a supervisor giving a person job instructions, what sort of feedback would you expect from them?

7. Two other group participants are selected and the instruction-sender is given a different task to attempt to teach the instruction-receiver. The procedure used in step 5 is repeated.

The facilitator can conclude the group session by modelling additional feedback techniques and giving direct feedback to each participant about their individual ability to give feedback.

The group is then informed of the nature of the next sessions exercise and are urged to try to give more and seek feedback on the work floor and in the next meeting, in the light of the results of the exercise.

SESSION 2

Procedure:

1. A video-recorder is used in this session, and is set up in a room ajoining the group room. Using the video-recorder, more immediate feedback is evident to each of the roleplay participants. This prospect usually evokes a more intense and commited approach to the roleplay situation.

Those participants who have not yet taken part in roleplay exercises are selected. The facilitator on this occasion acts as the instruction sender.

2. The exercise begins by calling the first person into the video room, and instructing that person in the job method required in a particular job task. The facilitator admonishes the instruction receiver to ask as many questions and give as much feedback as possible until they are confident that they have learnt the job procedure.

Once the exercise has been completed, a second person is brought into a room. The initial instruction receiver then instructs the second person in the job task. It is also suggested to the second person that they obtain whatever feedback is necessary to ensure that he/she has interpreted and understood the instructions clearly.

This person in turn is then asked to repeat the instructions to the facilitator.

3. This process is repeated with another two participants, and the video-recordings are viewed separately. Group observations and discussion are called for as in the previous session.

The facilitator attempts to generate feedback to each group member about his/her ability to give and receive oral instruction. The facilitator can also then model active listening and questioning skills, and ask the group to identify the skills that were demonstrated.

Each participant is then asked to summarise what he/she has learnt by the exercise.

COMMUNICATING ON-THE-JOB

Unit 3 Objectives:

a. To illustrate the process of two way communication and emphasize its relation to successful employment

b. To develop the readiness to respond more actively to others attempts to communicate

c. To examine the relationship problems and misunderstandings caused by poor communication, in work situations and within the group

Time required: 2 to 3 sessions each of 1 hours duration.

Materials needed: 16 mm film projector, screen and films on communication skills

Suggested Procedure:

There are a number of training films about communication skills, usually made for a lower management or supervisory audience, but nevertheless effective in demonstrating the communication process and its relation to work situations.

One film is introduced per session and is usually introduced in terms of the themes of the film, the objective in showing it, and the critical concepts or questions that may require some discussion or clarification before screening the film.

With some groups it may also be advisable to stop the film after 5 or 10 minutes to ensure that the ideas or concepts related by the film have been understood. Once the film is screened the group is asked to explain the outcome of certain themes in the film or identify and define some of the skills that the film demonstrated. Group members usually freely initiate discussion after viewing these films and are able to relate them to their own work situations with minimal direction from the facilitator.

The type and complexity of questions that the facilitator might ask the group to discuss impromptu will vary according to some of the unique characteristics and communication patterns of each group.

1. Films

'More Than Words' colour 13 mins.

Purpose: To stress how instructions and verbal communications can be misunderstood, and suggest how effective communication is achieved

Content: The film combines live action and animated cartoons to depict a number of difficult situations resulting from the failure to give clear instructions. It explains how effective instructions should have been given.

Production: Henry Strauss and Co.NY
Available from Rank Aust. Audio Visual Div.

2. 'The Trouble with Words' Colour 22 mins.

Purpose: to illustrate the basic skills of verbal communication.

Content: Six basic instruction principles are illustrated in this story of a foreman who gets into difficulty through bad communication with his subordinates. Two additional case studies are depicted making it an effective film for communication training.

Production Westminster Films/VSM Films
Available from Rank Aust. Audio Film Div.

3. Two Way Communication B/S 25 mins.

Purpose: To emphasize the need for salesmen to communicate effectively.

Content: Despite its orientation and examples of typical selling situations, the film establishes five principles to effective communication in a thought evoking manner.

Asking questions, listening behaviour, discovering the personal attitudes of others, keep tuned in and speaking the same language. These are examples of how these principles can be applied in sales situations.

Available from Rank Aust. Audio Visual Div.

4. 'Listening'

Purpose: To emphasize that listening is a critical part of communication.

Content: The story of a manager who just doesn't listen. He is too full of what is in his own head to listen to what others are trying to tell him. Often he pays attention only to what he wants to hear. He communicates one way, from him to others. Listening is not easy, it is something to work on continually. This film shows why.

Training Film available from Rank Aust. Audio Visual Films.

COMMUNICATING ON-THE-JOB

UNIT 4 OBJECTIVES:

To develop skill in giving and receiving oral directions by practising active listening and questioning skills:

- paraphrasing responses
- clarifying or perception checking
- summarising responses
- responding to non-verbal language
- direct and open questions
- negotiating for meaning

Time Required: two sessions each of 1 hours duration

Equipment Needed: Audio tape recorder and (20 cue cards - optional)

Procedure:

1. The facilitator introduces the goals of the session and informs the group that they will each attempt some of these skills in roleplay exercises.

2. The facilitator then paraphrases the following:

'The term active listening skills suggests that listening is more than passively hearing, remembering or absorbing the words spoken by another person. It means that you take an active part in checking what you understand somebody to be saying, and that you are responsible for aiding the other person to make their message clear to you'.

The techniques you can use to do this are:

- paraphrasing responses
- clarifying or perception checking
- summarising responses
- responding to non-verbal language

Eash skill is then described and discussed with the group. The facilitator can reinforce the descriptive content by pointing out the active listening skills evident during the discussion periods.

3. Each participant is then asked to select two cue cards, upon which are typed the name of an active listening or questioning skill.

4. A case study is selected by the facilitator and read out to the group. Those persons holding a certain cue card can be warned that they will be called upon to respond. If the first participant cannot demonstrate the skill successfully, another person holding a similar card may attempt to demonstrate that skill. In each case the facilitator asks the group to evaluate whether the skill was correctly modelled.

5. If both participants failed to display the skill, the facilitator should model the appropriate skill response. This procedure is repeated with three additional case studies, the facilitator choosing which active listening skills should be demonstrated.

6. This procedure is repeated after describing open and direct questioning skills and the process of negotiating for meaning.

7. At the end of the session the facilitator gives feedback to each participant concerning the ability to actively listen or question. Each

person is encouraged to use some of the skills during the coming week.

SESSION 2 - Procedure

If the participants experienced difficulty in imitating the communication responses requested from them, then the exercise can be repeated. Instead of using cases 1 to 7, a more direct and realistic approach can be obtained by using audio or video recordings of a couple of people giving their opinions about work life, or supervisors talking about their roles or problems encountered in dealing with subordinates.

The facilitator asks participants to demonstrate some of the skills and follows the procedure outlined in session 1, guiding the participants to make successive approximations to the specified skill. The cue cards should be dispensed with at this stage and responses should be voluntary.

Content Process:
Paraphrasing Responses

Paraphrasing means that you tell a person who has been speaking with you what you understand him to be saying. It is used by the listener to check that he understands what the speaker said.

Purpose:

- to show that you are interested in what the other person says.
- to get the other person to think about what they have said.
- to encourage the speaker to fully explain what has been said.
- its feedback to the speaker about how well you understand what he said.

Summarising Responses:
While being instructed or holding a conversation you may feel the need to go over what has been said, and repeat back to the other person the highlights or the key points which were made.

When we summarise we are pulling together the main things that have been spoken about. Its similar to paraphrasing, but its purpose is a little different.

Purpose:
By summarising the other person's message or instruction you:

- show that you know what were the key points.
- check that you have understood what was said.
- may get feedback about some part of instruction that you didn't understand correctly.
- the act of summarising helps you to recognise what you're not sure about.

Clarifying or Perception checking responses:
When listening to another person there are times when something said is unclear to us. There are also occasions when we feel we may know what the other person means, but we want to be certain that we got the message right.

Questions by which we ask for examples or seek further information are what we call clarifying questions. By asking a clarifying or checking question you improve your chances of understanding what the other person is saying.

COMMUNICATING ON-THE-JOB

Purpose:

. to gain more information
. to prevent misunderstanding
. a way of showing interest in what the person is saying
. to check that you are on the right track

Responding to Non-Verbal Language

Each person while talking or listening also gives messages or reacts to the other person by body signals. We call these signals 'body language' By taking notice of the body language of others and responding to those cues, we:

Purposes:

- have a way of checking whether that person is still with us
- know whether that person's word and reactions give the same message.
- are encouraged to say more, less, or clarify what we mean.
- it helps to uncover confusion or misunderstandings.

Open and Direct Questioning Skills

When you want information from your supervisor about how to do a job, or clues on how to solve a job problem, you will need to ask a question. To know what to do, and to make the correct decision, it is necessary to have the right information from which to work.

To get the right information you not only have to know how to ask questions, but what to ask!

1. Direct Questions

Some questions can be put so that they can be simply answered with a few words or yes/no. These are direct questions. When asking a direct question you need to have a good idea of what you want to know.

2. Open Questions

There are questions which require a longer answer or explanation. Often when you want an opinion about something; or seeking more information about a job procedure you are likely to ask an open question.

Process

- to gather more information
- to find out what the supervisor views as important.
- to check out whether you understand that job instructions
- it shows interest in learning the job.

Negotiating for Meaning

While many trainees may demonstrate some active listening or questioning skills, very few are able to sustain or persevere with interpersonal negotiations until they have come to a mutual understanding.

This is particularly prominent in situations when instructions, expressions of opinion or ideas are discussed or conveyed.

Paraphrase the following:

CASE 1

I am a supervisor who wants to do well by my workers. I feel that I make reasonable allowances for people and treat them with due respect. I recently wanted to get some feedback from them about my ability as a supervisor.

I drew up a questionnaire and asked the workers on a production line (Group 1) not to discuss the rating sheet between themselves. They were to rate my supervisory performance individually using their own judgement. I expected they would be a bit critical of me because I am usually on their backs.

I then asked another group of fellows in the maintenance section, to discuss the questionnaire together and fill in the rating sheet according to the groups opinion. I was on very good terms with this group and I sort of expected that they would know the good side of me, and that I could rely on their judgement. But when I looked at the questionnaires,I was shocked to notice that this second group were more critical of me, and made some unfavourable comments.

The first group rated me quite well in most of the questions. Can you explain this result?

CASE 2

One mistake we often make is to think that we fully understand what someone has said to us. As a worker, we may think that its enough just to listen to what the supervisor has to say when giving instructions. We tend to believe that a supervisor should and can say everything they want to say and give us all the information we need. Some of us ask a question and then believe that one question will clear everything up.

If you make this mistake you usually end up with only part of the information or, understand only in part the message or instruction the supervisor gave.

I would like to test this point of view with you. Next time someone explains something in this group, ask them this question.

'I'm not really sure I understand what you mean, could you say a little more or put it a different way.' You are likely to find that you will get more information or a clearer idea of what the other person means.

CASE 3

As a supervisor I have an ongoing problem with my workers. I find it very hard to get my people to do any job that involves them in thinking for themselves. Each person can do their usual routine job reasonably well, but when anything goes wrong or something a little out of the ordinary is asked of them, then I can rely on them not to show any initiative.

I have to tell them what to do and chase them up to make sure that they do it correctly. I just don't feel I can rely on any of them - and this is becoming quite an irritating habit. I wouldn't mind it if eventually some of them got the hint and started thinking for themselves.

I only wish I had more capable people working for me. I've been trying to think of some way of changing the behaviour of my workers so that they will begin making decisions for themselves and show some initiative. Have you any suggestions?

COMMUNICATING ON-THE-JOB

CASE 4

I've been in this job with Western Printing Co. for the past 3 years. I work here as a supervisor and I feel that I am really involved and interested in my work.

For instance, on my own back, I've worked out ways for the workers in my section to do their jobs in a more organised way which increased production by 15%. New employees will often come to me for directions and instructions in their jobs. I give them on-the-spot answers and usually remind them to follow the job procedure that I have already instructed them in.

But there are some employees who just want to be sure all the time that they're doing the right thing. Either that or they are lazy.

One person in particular, Joanne, just doesn't seem to get the idea of the job procedure. She's asking me day in and day out the same questions. I'm getting very tired of giving her those details.

There are days when she starts turning out mediocre work in the binding section. She makes the same sort of mistakes even after I've shown and told her the steps to take with her work.

Other than get rid of her, I don't know what else to do.

CASE 5

If you are open to the messages that people try to give one another, you may notice that it's possible to look at what someone says, both as information and also as the feelings behind the information.

Now at times there is a difference between acting on the information or responding to the feeling of the message.

But you may ask why is it necessary to sometimes react to a person's feelings? In the same way that showing understanding of a person's ideas helps communication, letting a person know that you are aware of how they feel can help make a more open and personal relationship.

It takes a lot of skill to handle such situations. Do you know how well you are able to notice and name the feelings that cther people show in their communications?

CASE 6

SPECIAL YOUTH EMPLOYMENT TRAINING PROGRAME (SYETP):

This aims to give previously unemployed young people work experience and job training which will increase their chances of getting a job.

To be eligible, a person must be aged 15 to 24 years, have been away from full time education for at least four months of the last 12 months, have been unemployed for at least four months of the last 12 months and be registered with the CES.

Employers should be prepared to provide work experience and training for a young person in a full time job for six months, notify the CES of their work experience-training vacancies and accept eligible people from those referred by the CES, agree to a training plan for each trainee, and pay trainees at least the award wage for the job they occupy.

Employers will be asked to report on the trainee's progress and allow a CES officer to interview him. The weekly subsidy for employers under SYETP is $67.

CASE 7

EDUCATIONAL PROGRAM FOR UNEMPLOYED YOUTH (EPUY)

To help people disadvantaged on the job market. It is a six-week course at technical colleges for people to learn how to seek jobs, to present themselves as acceptable to employers and to learn communication, literacy and numeracy.

To be eligible, you must be aged 15-24 years, have been away from full time education for the past 4 months, or registered with a CES office for the past four months, or show evidence of being unemployed for four months.

Students receive unemployment benefits and $6 fare allowance. At the end of the course, a CES office places the student in jobs under the SYETP scheme.

UNIT 5 OBJECTIVES

a) to appraise the active listening skills of each participant.

b) to seek a commitment from each participant about the communication skills they want to improve or acquire.

Time Required: 1 session of 1 hour duration

Materials needed: Goals for Communication questionnaire. Cardboard sheet and marking pen.

Procedure

1. The outcome of the previous session is reviewed by the participants and the skills involved in active listening are defined. This session attempts to review the learning that occurred in earlier sessions and help determine how the participants are responding to the program.

The purpose of the present session is introduced by the facilitator.

2. Copies of the 'Goals for Communication' questionnaire are distributed. Each statement is discussed and its meaning clarified prior to rating the item. When the questionnaire is completed, each participant is asked to identify any communication skill they are committed to improving. This is indicated by circling the appropriate item. These skills are listed on the cardboard sheet alongside the individual's name.

3. The facilitator then focuses on some aspects of group life which may need highlighting. Feedback is invited concerning the role of the members and what factors might be restricting group interaction can be discussed.

All such factors can be written on the cardboard sheet. The facilitator's role should also be investigated particularly in line with the initial group contract.

What might be done to improve the effectiveness of the group exercises should then be discussed.

UNIT 5

COMMUNICATION QUESTIONNAIRE

1. Do I show interest in what others say to me?	Yes	Sometimes	No
2. Do I ask my supervisors for an opinion and also give opinions?	Yes	Sometimes	No
3. Do I try to understand how the other person feels?	Yes	Sometimes	No
4. Do I encourage people to more fully explain what they mean?	Yes	Sometimes	No
5. Do I rehearse what I want to say before I begin to explain something to my supervisor?	Yes	Sometimes	No
6. Do I show that I understand what has been explained to me?	Yes	Sometimes	No
7. Do I ask questions of the supervisor when I'm not sure I understand job instructions?	Yes	Sometimes	No
8. Do I ask the right sort of question when I want more information?	Yes	Sometimes	No
9. Do I let my supervisor know how well I understand their job instructions?	Yes	Sometimes	No
10. Do I give my supervisor a clear idea of what I want to know from him/her?	Tes	Sometimes	No
11. Do I ask questions to ensure that I understand the meaning of the words my supervisor uses?	Yes	Sometimes	No
12. Do I ask others to explain more fully what they mean?	Yes	Sometimes	No
13. Do I tell others what I understand them to be saying?	Yes	Sometimes	No
14. Do I keep tuned in and listen to what others are saying to me?	Yes	Sometimes	No

Now that you have finished, please go over the list and circle the number of one, two or three of the skills which you are willing to improve.

UNIT 6 OBJECTIVES

a) to identify the communication skills that occurred while:

- receiving information
- giving instructions
- negotiating for meaning

b) to provide feedback concerning the ability of participants to negotiate for meaning.

Time Required: 2 sessions of 1 hours duration

Equipment Needed:

a) audio tape recorder
b) 2 large cardboard sheets and marking pen
c) check lists of basic communication skills and pencils.

Procedure:

1. The facilitator introduces the exercise by paraphrasing 'we are going to explore our ability to give instructions, receive information and negotiate with another person for the meaning of their communication'

2. The facilitator selects three members from the group to participate in the first exercise, and directs two of them to wait in another room.

The remaining participants are asked to act as observers. They are each given a communication skill check list and asked to keep an individual count of the active listening and questioning skills of each particpant in the exercise.

Part of a pamphlet giving occupation information is read to the remaining person, who has been directed to ask questions about what is being described until he/she is certain that they have comprehended it.

The exercise is tape recorded. After the person has finished questioning, the second participant is asked to return to the room and receive the information from the first person.

This process is repeated until the third participant receives and understands the information. This person then repeats the information to the group.

3. The tape recording of the exercise is then played back to the group. While listening to the recording, each group member keeps a tally of distortions, deletions and additions to the original information given by the particpants. Concurrently the facilitator tallies the communication skills used by each participant during the exercise and also independently records the distortions, deletions and additions to information that occurred.

After the tape recording has ended, the observers are asked to give feedback to the participants concerning their active listening and questioning skills and their understanding of the information. This is followed by the reactions of the participants and then a comparison between the tallies completed by the facilitator and the observers/ participants in the exercise. Further discussion may be necessary about the effectiveness of the feedback responses and in interpreting the outcome of the exercise in relation to a work situation.

SESSION 1 - Occupational Information

Exercise 1 - Motor Mechanic - Personal Requirements

At least average intelligence is necessary. Boys are suited for this trade usually prefer such subjects as mathematics, and show a preference for practical work. They enjoy taking things to pieces and building them up again, and they possess a high degree of manual dexterity, and ability to grasp mechanical relationships easily. Average strength and physical fitness, good eyesight and hearing, and the full use of both hands are necessary attributes.

The motor mechanic must be prepared to deal with the problem he has been set, systematically and painstakingly, until he has found the cause of the trouble. He must be careful to place component parts, such as screws, washers, nuts, which he has removed, in places where he can find them again. Ideally, he should be both patient, perservering and capable of problem solving (from Choosing a Career Booklet, Motor Mechanics).

Exercise 2 - The Work of the Salesman

Salesmanship demands enthusiasm, courtesy, patience and a willingness to be of assistance. It also means providing all the information required to help a customer make a purchase, and to be able to do this the salesman needs to have a knowledge of the range of stock and its location.

The salesman assists the customer by showing him a range of articles best suited to his needs and tastes. Finding out a customer's needs is not always a simple matter as many customers are not quite certain what they want, and others find difficulty in making their needs clear.

A salesman must be familiar with the particular procedures used by the firm in recording a sale, making out dockets, arranging lay-by or hire purchase, as well as booking orders or making special entries on dockets for customers with accounts.

Other duties include the daily replenishment of stock, checking, price-marking and attending to the general appearance of displays. Stocktaking is an important aspect of the work and this involves examining, listing, checking and valuing goods at regular intervals. Sales assistants in small stores may also be responsible for displays, although in larger stores this is normally done by specially trained staff.

Exercise 3 Program for Youth

Seven Hills has a new program under the Community Youth Support Scheme, the Positive Actions Centre.

The PAC is at Seven Hills Hall, Artillery Crescent and is open from 9a.m. to 5p.m. each weekday.

It offers a variety of activities for unemployed young people, such as job search assistance, job orientation, table tennis, badminton, cards, darts.

PAC also offers special activities such as pottery, ten-pin bowling, football, trimnastics, squash, movies, weight lifting, sewing, outings to various places.

All activities are free and travelling costs to and from the centre will be reimbursed for amounts up to $6 per week.

SECTION 2

The next phase of this exercise focuses on negotiating with another person for the meaning of a communication. The procedure used earlier is repeated using two of the group members who acted as observers in the previous session. These participants should be the two most verbally fluent members of the group.

One participant is sent out of the room. The facilitator reads out a passage to the remaining person, titled "What an Employer Wants to Know".

This passage contains terminology and ideas that most trainees are unlikely to fully comprehend on first hearing. The participant is instructed to utilize all the active listening and questioning skills that he/she possesses until he/she is certain that the meaning of the passage is understood. When this 'negotiation' between the facilitator and participant has concluded, the participant is asked to paraphrase or summarise the passage.

The exercise is tape recorded and the observers are instructed to tally the feedback responses on the check lists, as they did in Session 1.

The exercise is then repeated with a second participant. However, the facilitator on this occasion only reads the passage. The negotiations are conducted between the first and second participants. The second participant then summarises the meaning of the information given in the passage.

During the second negotiation period the observers are asked to again tally the various active listening and questioning skills used by the participants. Some observers are asked to watch the first participant, others watch the second. They should be positioned in the room such that they can directly watch the facial expressions of the person they are observing.

On playing the tape recording of the negotiations exercise, the entire group is asked to identify what active listening and questioning skills were evident. These are listed on a master check sheet (large cardboard sheet) any distortions, additions or deletions to the message, particularly where the meaning has altered are also noted.

If the skills involved in negotiating for meaning proved difficult for the group, then the facilitator with the assistance of a group participant may roleplay the negotiations exercise. The participant on this occasion plays the instructor and the facilitator the message receiver. The skills involved in negotiating for meaning are modelled, and feedback invited from the group.

SESSION 2 - NEGOTIATING FOR MEANING:

EXERCISE 1 - WHAT THE EMPLOYER WANTS TO KNOW

There are two main things the employer wants to find out when he interviews you: he wants to know what you can do and what you are likely to do. Once he knows these things, he will be able to determine to some extent how you will perform on a job. What you can do is determined by the basic equipment you bring with you to the job, mental ability, skills, training and experience. What you are likely to do is determined by the way you make use of your abilities. How does the interviewer go about judging these things? When the interviewer seeks to discover what you will do - what use you will make of your training and skills - his job becomes a lot more difficult. Because your personal qualities will be a factor in determining how well you will do on the job, it is important for him to know something about them. He must find out about them in a short period of time and he must assess them partly from the way you answer questions, the impressions you convey. He also wishes to find answers to questions that he may or may not ask directly? Have you made good progress on your jobs? How well can you apply yourself to a given task? Have you been self-reliant? Have you made efforts to improve yourself? What were your reasons for leaving each job? If you have been unemployed for a fairly long period of time, how did you make use of that time?

Through these questions the interviewer tries to discover whether you have the important qualities of self-reliance, motivation, enthusiasm and drive.

Your answers to questions and the way you answer them will help him determine whether you will fit into his organisation.

(quoted from SRA Guidance Series Booklet 'What Employers Want')

2. As an alternative to exercise 1, the following article can be paraphrased.

The Federal Government is allowing unemployment to continue and increase to achieve a small trade-off in inflation, the Australian Council of Social Service says in a publication released recently.

"The issue is not whether unemployment has anti-inflationary virtues or not. The trade-off is by no means certain or clear any more, and not all anti-inflationary measures involve increased unemployment.

"The issue is whether we take immediate and deliberate action now to reduce unemployment and ease its burden, or whether we allow the numbers of jobless, the social and economic implications, costs and injustices to pile up until breaking point is reached.

"The social costs of unemployment could be seen in family breakdown, deteriorating physical health, psychiatric illness, behavioural problems, drugs and alcohol, increased death rates, suicides, increasing child abuse and violence, increased crime and a growing number of 'hard core' unemployed people.

"The economic costs were seen with the economy running well below its capacity, decreased spending power of society, cost to society in unemployment benefits and decreased revenue to the Government in taxation.

UNIT 7: Objectives

a) to elicit each participant's appraisal of their ability to communicate with their supervisor.

b) to practice initiating and giving feedback to a supervisor.

c) to explore the reasons for breakdowns or barriers to communication and practice ways of overcoming these communication problems.

Duration: 2 sessions each of 1 hours duration

Procedure: Session 1

1. The facilitator introduces the session by asking the participants to appraise how their supervisor relates to them. A questionnaire (1) can be distributed which will aid in structuring and generating this form of feedback. These responses are clarified and listed on a large cardboard sheet.

2. The participants are then asked to comment on what responsibility they take to maintain a positive relationship with their supervisor. Since the group members usually work in close proximity, mutual feedback is invited. Participants are also asked to explain the cause of any barrier or breakdown to communication they experience with their supervisor. The distinction between barriers and breakdowns in communication can be drawn from the incidents recalled by the group members.
   The premise is that most problems in the relationship between a supervisor and a worker arise from not accepting responsibility for adequate communication.

3. The following questions may prompt additional feedback:

   a) what sort of relationship does one seek to develop with a supervisor? How is this achieved?

   b) how responsible are you for communicating with your supervisor? - how much do you depend on your supervisor?

   c) do you prefer to work for a supervisor who makes demands on you, or a supervisor who ignores you?

   d) when should you give feedback to a supervisor?

4. The barriers and breakdowns to communication identified by the group are then summarised. The participants are then asked to observe in the coming week any communication breakdowns that occur and to consider how these difficulties might have been avoided or overcome, and give this feedback in Session 2.

Session 2:

1. This session focuses upon participants exploring ways of overcoming some of their identified communication barriers or breakdowns.

2. Guided roleplaying is used to explore alternative ways of correcting or avoiding these communication difficulties. A commitment will also be sought from those participants willing to accept responsibility for implementing the desired communication behaviours.

3. The facilitator chooses two or three communication situations on the basis of feedback from the previous session for the group to roleplay.

4. The steps involved in the guided roleplay process are:

   . problem definition
   . exploring alternative solutions
   . deciding which solution to play
   . selecting participants for the roleplay
   . selecting observers and identifying which issues require feedback.
   . enact roleplay
   . discuss the outcome and roles of those involved.
   . further enactments to experiment with other approaches
   . generalisations and applications made on the basis of the proposed solution.

5. At the conclusion of the group, the facilitator gives each group member feedback concerning their communication skills and communication deficits. Any individual requiring a more personalised and ongoing period of communication skill acquisition may nominate to undertake goal setting and roleplay on an individual basis.

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WORK ROLE DEMANDS

Rationale:

The aim of this program is to develop awareness of the demands of work, and to focus on the issue of goal commitment in the acquisition of work habits and work behaviour.

The format and the group tasks are structured to encourage and challenge trainees to sustain their work efforts; define their personal goals and responsibilities; relate these goals to their own needs; enhance the expectation of achieving their goals and reinforce the criterion by which they can appriase their progress.

The focus is hence on helping participants to define the performance standards and behaviours required to maintain employment and toward specifying the choices available to them, if they wish to secure and maintain work.

This group is part of the Vocational Independence Program. Only an outline of the initial objectives is presented here. Many of the aims of this group are further developed in the programs titled "What Effects Your Job Productivity" and "Communicating on-the-Job". A manual on the Vocational Independence Program is still in the formulative stage.

Purpose

To elicit interest and involvement, among group members in the planning and decision making required in their preparation for employment.

To understand the concept of industrial productivity and a worker's responsibility toward fulfilling work demands.

To explore and define a hierarchy of job performance characteristics and have each member appraise their own job performance style.

In each group exercises to focus upon problem recognition, decision making and displaying initiative.

To identify what each group member personally expects to achieve at the Centre and performance characteristics they want to acquire for job success.

Learning Objectives:

1. To encourage group members to give their perception of the Centre's organisation, its objectives and values.

2. To explore how job performance standards are determined.

3. To be aware of the distinction between job performance standards and each member's personal goals or commitments.

4. To identify the basic steps involved in improving job methods in industry.

5. To perform exercises in motion studying simple tasks with the aim of finding the most efficient work method.

6. To perform exercises in setting time standards for simple tasks.

7. To explore and demonstrate ways in which job performance can be monitored and paced.

8. To identify a hierarchy of good worker performance characteristics and undertake self appraisal.

9. To focus on feedback concerning each participants ability to recognise work related problems and engage in decision making and initiative.

10. Participants will identify their personal work characteristics in terms of strengths and weaknesses.

APPENDIX A

GROUPS AT THE WORK PREPARATION CENTRE 6/8/76.

The Work Preparation Centre caters for the mildly intellectually handicapped adolescent. It is basically an employment oriented setting with ancillary social and educational programs.

Many adolescents who come to the Centre are lacking in:

a. educational skills
b. social and personal skills
c. vocational skills

The workshop floor provides a work experience program . The Vocational Counsellor is involved in counselling both individually and in groups. The educational program is on the whole carried out in groups.

This alone does not equip all the trainees for open employment and some need more specific involvement in personal and social group programs.

These group programs are geared to:

a. improve awareness of self and others.
b. help to improve interpersonal skills.
c. learning how to make friends.
d. looking at acceptable and unacceptable behaviours.
e. involving yourself and taking responsibility for this involvement.
f. building confidence in self to approach workmates and bosses.
g. not giving up after one knock-back.
h. building on self concept - learning to value and respect yourself and others.

Some behaviours which are exhibited by trainees at the Centre include:

a. high anxiety level which leads to either withdrawal, inability to verbalise, passive resistance.
b. passivity with authority figures - or over aggression.
c. self-centred - opting out when discussion does not directly concern the person, changing the subject.
d. lack of sensitivity to others feelings.
e. not listening, talking over others, isolating self.
f. reactions to criticism - you are picking on me.
g. decision-making - dependency on authority figures.
h. initiating conversation - lacking in conversational skills.

The trainees' individual needs are looked at and they are put into a group according to these - at times trainees are committed to groups, other times there is little awareness and other times there is direct rejection of wanting to be involved in a group. Trainees are encouraged to try some sessions and then make an evaluation after this. At times pressure is put on trainees to attend, at other times they are given a choice.

There are general themes which run through most groups.

- a. looking at rules and expectations of behaviour within the group. Examples of group rules are to listen, treat each other seriously, not muck around, look at the person you are talking to, to attempt group exercises and role plays, to speak clearly, to speak for yourself, etc. Trainees are involved in discussion of what rules will apply to their group and how these rules will be enforced.

- b. responsibility for yourself - links back to setting and enforcement of rules.

- c. choices - we all have choices which we can make. Looking at the choices and how to decide priorities.

- d. we are all individuals and have a right to make our choice according to what we believe.

- e. decision-making - the group is a collection of members and how successful or unsuccessful it will be depends on involvement of each member. To benefit from a group, most members need to be committed to the group process.

- f. initiative - taking risks in the group, learning to trust each other, etc.

KINDS OF GROUPS WHICH HAVE BEEN HELD AT WORK PREPARATION CENTRE

1. Pre-Centre Group - this is run by the Welfare Officer and is a general orientation towards the Work Preparation Centre - serves as a general assessment of trainees functioning in a group. Friendship bonds are often established. At times, the focus the group takes depends upon individual or members - some groups spend time on giving feedback to one another, other times discussion is centred around family experiences or previous work experiences and feelings associated with failure and maybe ridicule and teasing both on the job, at home or at school.

2. Group in Pre-Production - focuses on awareness and friendship bonds. Learning about each other outside the work setting. Again focuses on feedback and general conversation with each other.

3. Self-Awareness Groups - focus on self evaluation as compared to evaluation by others. How you see yourself compared to how others see you. Techniques used focus on evaluating yourself on different points and receiving feedback from other group members. Group initially starts off with talking about yourself and your interests. Learning to be more aware of your own behaviours and how this affects others. Looking at how I get message across to other people and trying to improve this.

4. Assertive Training Group - focuses again on awareness and role playing games. Look at the finer points in communication and interaction with others. Accepting compliments, showing appreciation,

giving compliments. Awareness of how we send messages and how other people receive messages. Looking at verbal and non-verbal methods of communicating. Focus again on feedback to members.

5. Conversation Group - this group has been in the past helped by the Speech Therapist and focused on developing conversation and memory skills.

6. Sex Education Group - looking at human sexuality including body and feelings. Changes experienced by the teenager. Breaking away from parents. Dating - roleplaying how you ask a girl or boy to go out. Other issues involved in dating. Is it right for a girl to ask a boy to go out, looking at choices we all have and how to make a decision according to our individual beliefs.

7. Social Development Program - looks at issues like clothes choice, budgeting, personal hygiene and grooming.

8. Socialisation Group - general exposure to peers through activities. Looking at the use of leisure time and hobbies and things to do in groups. Usually with quieter trainees who relate better on non-verbal activities.

9. Friendship Groups - has focused on communication skills and developing and sustaining friendships with each other by mutual sharing.

APPENDIX B1

GRANVILLE WORK PREPARATION CENTRE
SOCIAL PROGRAM POSITION AS AT 11/3/77

Objectives

What are the objectives of the social program? What behaviours and skills do our trainees need to have when they leave if they are to attain the status of independence in employment and daily living?

The acquisition of these behaviours (whatever they are and however they are identified) becomes the end objective of our social program.

Areas Covered

To date we have focussed our attention on the skills in four broad areas:

Basic Education and Community Survival Skills
Personal Care
Personal Adjustment and Interpersonal Skills
Vocational Skills

Within these broad areas we have identified a number of subgroups and specific skills to be developed. These are outlined in the sheet attached.

The program framework is such that new areas can be added as they are identified and as resources allow.

Steps in the Process

Whilst the end objective in each domain is for the trainee to be demonstrating the behaviour independently, we have identified a series of steps in the skill acquisition process. These are as follows:

Step 1 Trainee identifies the skill area and acquires an awareness and knowledge of the skill.

Step 2 Trainee makes a commitment to acquire independence in the skill and practices the skill in a number of structured situations, i.e. the trainee gains practice in using the skill.

Step 3 Trainee incorporates the skill into his or her repetoire and performs the skill independently.

In other words, Step 1 is knowing and learning the skill; Step 2 is practising it and Step 3 is performing it independently.

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APPENDIX B2

GRANVILLE WORK PREPARATION CENTRE
SOCIAL DEVELOPMENT PROGRAM FRAMEWORK

Basic Education and Community Survival Skills	Personal Care Skills	Personal Adjustment and Interpersonal Skills	Vocational Independence Skills
Social Academics	Personal Habits	Self Identity	Work role
. reading	. health, hygiene, diet	Self Awareness	. self concept in Employme
. writing	. grooming and appearance		. value of work
. number	. care and selection of		
. time	clothes	Relationships	Work Behaviours
. measurement			
		Friendships	. meeting work demands
		Family	. productivity
	Household Management		
		Sexuality	. communicating
Economic Self Sufficiency			
	. household cleaning	Work relationships	. problem solving
. money handling	. cooking		. supervisor relations
. banking	. washing, ironing,		. co-worker relations
. budget	clothes care	Communication	
. shopping	. finding accommodation		Job Choice
		Basic	
. health insurance			
		Social conversation	. needs, satisfactions
		Assertion	. interests
			. skills and abilities
Community Communication			
. travel		Responsibility	Job Seeking Skills
. post office			
		Handling problems	
. telephones			Job Interview Skills
		Resolution of Conflict	
		Decision Making	
Citizenship			
. use of leisure			
. use of community services			
and resources			
. rights, voting, law			

GRANVILLE WORK PREPARATION CENTRE

PROGRAM POSITION PAPER AS AT 30/6/77.

General Objectives

Trainees will acquire the skills to be able to leave the Centre and:

1. obtain and keep a job on the open labour market.
2. become self-sustaining and live independently in the community.

The overall program consists of a vocational program structured into six stages, supplemented by a social development program. The two strands are interdependent and combine to meet the general objectives, as the program flow chart illustrates.

The stages of the vocational program are as follows:

Stage I	Referral and Selection
Stage II	Pre-production Evaluation and Training
Stage III	Factory Basic Skills Training
Stage IV	Specific Skills Training
Stage V	On the Job Training
Stage VI	Placement and Follow-up

Components of the Social Development program are:

I	Community Survival Skills
II	Personal Care Skills
III	Interpersonal Skills
IV	Vocational Independence Skills

STAGE I - REFERRAL AND SELECTION

Objectives

1. Preliminary evaluation of trainee's skills, interests, motivations, family resources.
2. Identify training needs and determine whether the Work Preparation Centre has an appropriate program to offer.
3. Formulate broad program objectives.

Procedure

1. Reports from school, vocational guidance and referring agency.
2. Interview at Centre.
3. Attend Pre-Centre Group program.
4. Undergo work assessment program, vocational interview, psychological assessment, medical interview, educational assessment and home visit.
5. Selection Committee.

Assessment Technique

1. Completion of basic data sheet.
2. Performance data.
3. Behavioural observation.

Criterion for Success

1. Motivation to work and attend Work Preparation Centre.
2. Training Needs which can be met by the program.

Ongoing Tasks

1. Specify what skills are prerequisite for entry.
2. Ascertain what should be minimum and maximum cut off levels.

STAGE II - PRE-PRODUCTION (EVALUATION AND TRAINING)

Objectives

1. Evaluate basic work skills, abilities, interests.
2. Develop basic work habits and tolerances to the criterion for entry to the factory.
3. Develop basic work skills.
4. Develop work role behaviours.
5. Determine vocational potential and future training needs.
6. Establish social programs needs.

Procedure

1. Use real work situation and work samples, if appropriate, to systematically sample major skill areas.
2. Systematic progression through training on series of tasks for a specific time trial.
3. Daily data collection on work skills and work habit performance
4. Daily feedback and incentive payment.
5. Individual trainee goals.
6. Commence social program.
7. Plan future assessment and training program.

Assessment Technique

1. Behavioural observation incorporating the Behaviour Identification Form.
2. Daily ratings on work habits.
3. Daily performance data using Modapts standards.
4. Analyse learning rate.

Criterion for Success

1. Work role commitment.
2. Basic work behaviours (speed, concentration, quality, relations with supervisor and other workers).
3. Minimum skill and speed standard.

Ongoing Tasks

1. Determine which skills should be assessed and taught.
2. Obtain ongoing contracts to provide a comprehensive coverage of work skills.
3. Analyse each task and establish standards.

STAGE III - FACTORY BASIC SKILLS TRAINING

Objectives

1. Independence and responsibility for one's own work.
2. Complete daily job card.
3. Transfer basic academic skills to work area.
4. Maintain work habits and work role behaviours.
5. Basic tool skills.
6. Experience selected work areas.
7. Formulate vocational goals and ongoing training plans.
8. Social Program continues.

Procedure

1. Use subcontract work where possible to cover skills. (Create training tasks where no contracts exist).
2. Job card training.
3. Daily goals according to individual need.
4. Feedback and incentives paid according to goals.
5. Systematic progression through job stations.
6. Concurrently attend social programs.

Assessment Technique

1. Completion of daily job card.
2. Ongoing behavioural observation of work habits and attitudes.
3. Statement of vocational choice.

Criterion for Success

1. Monitoring of our performance and use of job card.
2. Goal attainments.
3. Maintenance of work behaviours.
4. Vocational choice.

Ongoing Tasks

1. Develop basic tools training.
2. Increase range of job stations available and task analyse each.
3. Develop effective teaching techniques.

STAGE IV - SPECIFIC JOB SKILLS TRAINING

Objectives

1. Develop specific skill in job area of choice.
2. Maintain appropriate work habits and work role behaviours, independence in monitoring work.
3. Attain speed and quality for open industr
4. Confirm vocational goal.
5. Reach criterion in social programs.

Procedure

1. Allocate trainee to job station in line with choice, interest and skills.
2. Production work on sub-contracts.
3. Individual training and production goals.
4. Incentives paid according to learning response and subsequently according to performance rate.
5. Complete social programs.

Assessment Technique

1. Ongoing behavioural observation and completion of daily job card.
2. Learning rate and production data.

Criterion for Success

1. Output at 80% able bodied rate as defined by Modapts.
2. Work habits, behaviours acceptable to outside industry.

Ongoing Tasks

1. Develop methods for teaching specific skill.
2. Specify the skills, behaviours, etc., required for open employment.

STAGE V - ON THE JOB TRAINING

Objectives

1. Job seeking.
2. Rehearse skills in real world.
3. Ascertain any additional training needs.
4. Reconfirm job choice.

Procedure

1. Seek employment.
2. Job trial at Work Adjustment Centre or with employer (employer and trainee agree on the basis of the trial).
3. Use Work Therapy or NEAT scheme if necessary.
4. Vocational counsellor contact with trainee and employer.
5. Withdraw from trial and return to previous stage if necessary.

Assessment Technique

1. Employer rating
2. Vocational counsellor rating.
3. Trainee rating.

Criterion for Success

1. Employer satisfaction.
2. Trainee satisfaction.

Ongoing Tasks

1. Find employer's prepared to accept job trial.
2. Develop method for employer's rating.

STAGE VI - PLACEMENT AND FOLLOW-UP

Objectives

1. Consolidate job trial placement.
2. Accept position on permanent basis-

Procedure

1. Trainee continues placement with employer.
2. Vocational counsellor contact with trainee and employer.

Assessment

1. Continuance of employment.

Criterion for Success

1. Employed in this or another position in six months.

Ongoing Tasks

1. Continued search for employment avenues.
2. Method for evaluating quality of adjustment.

SOCIAL DEVELOPMENT PROGRAM

General Objective: Trainees will acquire the skills for independent living in the community.

1. Community Survival Skills

Objectives

1. Trainees will acquire skills in social academics (reading, writing, number, time and measurement).
2. Economic self-sufficiency (money handling, banking, budgeting, shopping, health insurance).
3. Community communication (travel, post office, telephoning).
4. Citizenship (use of leisure, community resources, rights, voting, law).

Procedure

1. Individual and group classroom tuition.
2. Individual work sheets.
3. Practical experience in the community.

Assessment Techniques

1. Probe testing to ascertain needs.
2. Criterion testing of skill acquisition.

Criterion of Success

1. Skills transferred to work and social situations.

Ongoing Tasks

1. Preparation of work sheets.
2. Development of criterion testing.
3. Improve generalisation of skills.

II. Personal Care Skills

Objectives: Trainees will acquire skills in -

1. Personal habits (health, hygiene, grooming, appearance, care and selection of clothes).
2. Household management (household cleaning, cooking, washing, ironing, clothes care, finding accommodation).

Procedure

1. Group and individual practical tuition.
2. Behavioural contracts.

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Assessment Technique

1. Independent observer ratings.
2. Self ratings.

Criterion for Success

1. Skills generalised to work and social setting.

Ongoing Tasks

1. Develop training materials and program context.
2. Improve method of pinpointing needs and ongoing assessment.

III. Interpersonal Competence

Objectives: Trainees will acquire -

1. Concept of self identity.
2. Relationship skills.
3. Communication skills.
4. Responsibility, decision making and independence skills.

Procedure

1. Individual counselling.
2. Behavioural contracts
3. Small group work using techniques of modelling, roleplay, feedback, communication.
4. Speech pathology.
5. Technical college classes.

Assessment

1. Independent observer rating.
2. Self ratings.

Ongoing Tasks

1. Refinement of group goals, methods and assessment procedures.
2. Develop method of pinpointing program needs.

IV. Vocational Independence

Objectives: Trainees acquire a concept of -

1. Work role behaviours
2. Work behaviours.
3. Job choice skills.
4. Job seeking skills.

Procedure: In addition to behaviour change on the work floor, learning is reinforced by -

1. individual counselling.
2. behavioural contracts.
3. group work incorporating modelling, roleplaying.

Assessment

1. Ratings on the Behaviour Identification Form.
2. Method of obtaining a job.

Criterion for Success

1. Transfer skills to work and social setting.

Ongoing Tasks

1. Specification of group objectives of content.
2. More specific method of pinpointing program needs and assessing performance.

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Methodology

As a new program is developed to cover a particular area, a set of objectives is prepared. The objectives are written in such a way as to describe the behaviour the trainee will be demonstrating at the successful completion of the training, i.e. the target behaviours. Next, a content outline is prepared. This outlines the skills to be covered in each session.

Decisions are then made about the method of instruction to be used. (Methods to date have included group discussions, roleplays, individual worksheets, individual instruction, practical sessions and goals on the work floor).

Next, a method for evaluating the trainees' progress is adopted. Trainees are evaluated on the particular skill prior to and at the completion of the program. (This gives feedback to the trainees and the staff). Evaluation methods can be in the form of self rating sheets completed by the trainees, rating sheets completed by the group leader, or an independent observer, i.e. an instructor.

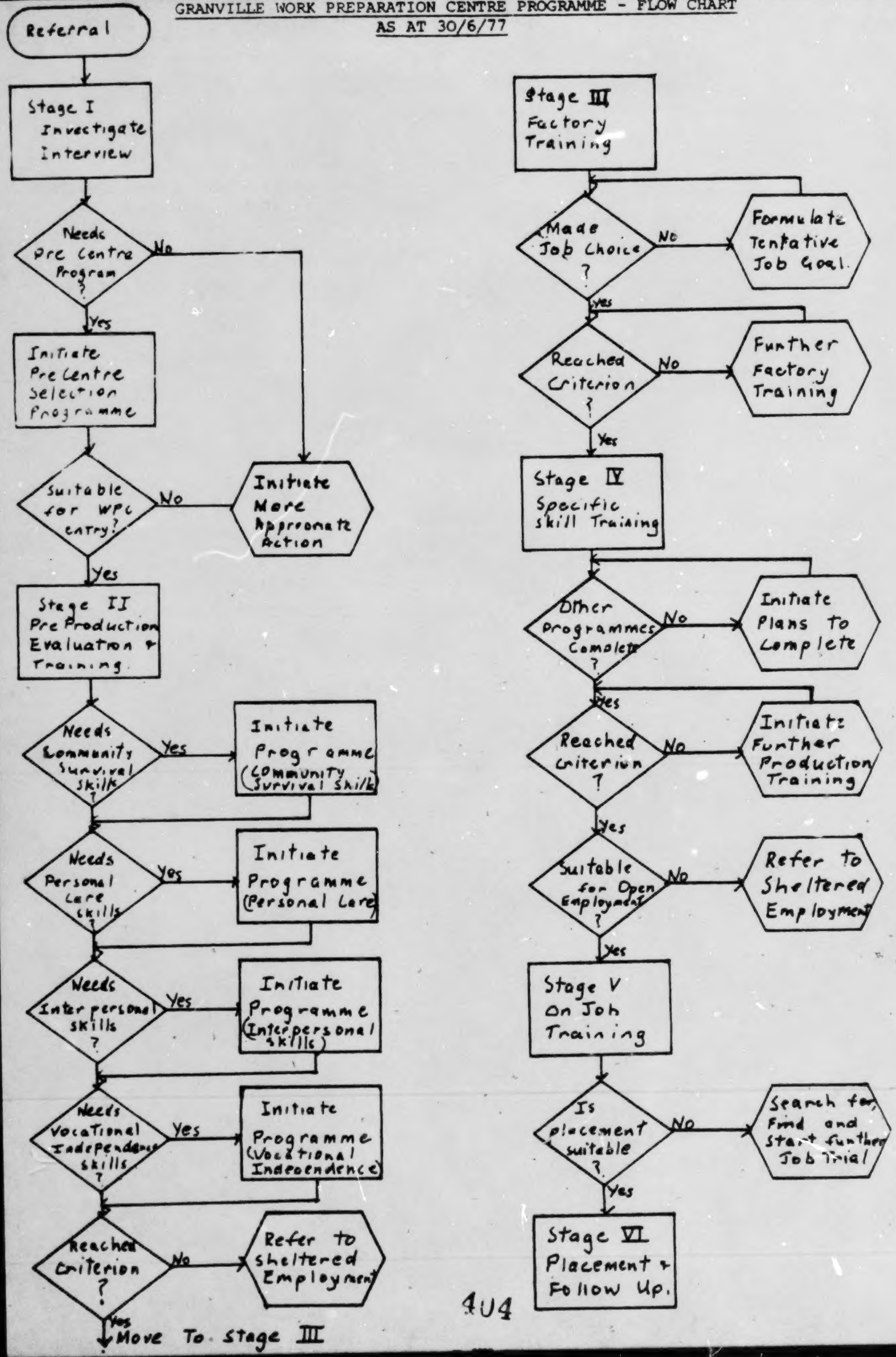
Any prerequisites or pre-entry skills the trainee must already possess prior to entering the program are identified.

Ongoing Tasks

1. As yet, we have to develop an effective screening device for assessing trainees and pinpointing the deficit areas requiring specific program intervention.

2. The areas currently being covered in the program represent efforts to date to identify and teach the essential skills. It is intended to extend the program as time and resources allow and as the programs currently being developed are completed.

GRANVILLE WORK PREPARATION CENTRE PROGRAMME - FLOW CHART
AS AT 30/6/77


Referral
Stage I Investigate Interview
Needs Pre Centre Program ?
No
Yes
Initiate Pre Centre Selection Programme
Suitable for WPC entry?
No
Initiate More Approonate Action
Yes
Stage II Pre Production Evaluation & Training
Needs Community Survival Skills ?
Yes
Initiate Programme (Community Survival Skills)
Needs Personal Care skills
Yes
Initiate Programme (Personal Care)
Needs Interpersonal skills ?
Yes
Initiate Programme (Interpersonal skills)
Needs Vocational Independence skills ?
Yes
Initiate Programme (Vocational Indeoendence)
Reached Criterion ?
No
Refer to Sheltered Employment
Yes
Move To Stage III
Stage III Factory Training
Made Job Choice ?
No
Formulate Tentative Job Goal.
Yes
Reached Criterion ?
No
Further Factory Training
Yes
Stage IV Specific skill Training
Other Programmes Complete ?
No
Initiate Plans to Complete
Yes
Reached Criterion ?
No
Initiate Further Production Training
Yes
Suitable for Open Employment ?
No
Refer to Sheltered Employment
Yes
Stage V On Job Training
Is placement suitable ?
No
Search for, Find and Start further Job Trial
Yes
Stage VI Placement & Follow Up.

ASSESSMENT

Specific evaluation procedures of individual programs are included within those programs. These are considered essential for establishing baseline entry skill levels and for monitoring change throughout the program duration.

Evaluation of the total program effect was considered essential, and both group and individual testing situations were used to gain pre and post measures.

These tests included:

Self Concept-Self Awareness:

a) Coopersmith Self Esteem Inventory
b) Burke and Sellin: Self Concept as a Worker.

Social Competence:

a) Halpern: Social and Prevocational Information Battery (nine subtests)
b) Adaptive Functioning Index Residential.
c) Acquiescence/Assertiveness Form Signing Task.
d) Watson and Friend - Social Anxiety and Distress Scale.

Vocational Competence:

a) Job Interview Situation Video.
b) A.F.I. Vocational.
c) Work assessment tasks
   taps disassembly
   plugs assembly

APPENDIX E

FULL-TIME SOCIAL DEVELOPMENT PROGRAM

STAGE I

WEEKLY TIMETALBE

	MONDAY	TUESDAY	WESNESDAY	THURSDAY	FRIDAY
9.00 to 10.00	Relaxation	Relaxation	Friendship	Communication/ Current Affairs	Communication
10.15 to 12.30	Grooming & Hygiene	Communication	Assertive Training	Friendship	Self-Awareness
12.30 to 1.00	LUNCH	LUNCH	LUNCH	LUNCH	
1.00 to 2.30	Social Skills	Assertive Training	Social Skills	Social Skills	
2.30 to 4.00	Self-Awareness	Social Skills	Hygiene & Grooming	Social Skills	

WEEKLY TIMETABLE

SOCIAL PROGRAMS I AND II

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 to 11.00	I Communication	I Friendship	I Relaxation	I Relaxation	I Communication
	II Self-Management	II Leisure	II Vocational Independence	II Citizenship	II Communication
10.15 to 12.30	I Grooming & Hygiene	I Communication	I Assertive Training	I Friendship	I Self-Awareness
	II Health Hygiene	II Assertive Training	II Citizenship	II Social Skills	II Health & Hygiene
1.00 to 2.30	I Self-Awareness	I Assertive Training	I Social Skills	I Social Skills	
	II Communication	II Self Education	II Sex Education	II Community Resources	
2.30 to 4.00	I Social Skills	I Social Skills	I Hygiene & Grooming	I Social Skills	
	II Social Skills	II Social Skills	II Self-Management	II Community Resources	

INCENTIVE PAYMENTS SCHEME

GRANVILLE WORK PREPARATION CENTRE

NAME:

WEEK ENDING:

WORK GOAL

	Fri.	Mon.	Tue.	Wed.	Thur.	
20						
15						
10						
5						

QUALITY OF WORK

	Fri.	Mon.	Tue.	Wed.	Thur	
20						
15						
10						
5						

CONCENTRATION

	Fri.	Mon.	Tue.	Wed.	Thur	
20						
15						
10						
5						

ATTITUDE TOWARDS SUPERVISION

	Fri.	Mon.	Tue.	Wed.	Thur	
20						
15						
10						
5						

DATE	TYPE OF WORK	DAILY TOTAL

COMMENTS:

QUALITY OF WORK

20					
15					
10					
5					
	Fri.	Mon.	Tue.	Wed.	Thur.

CONCENTRATION

20					
15					
10					
5					
	Fri.	Mon.	Tue.	Wed.	Thur.

ATTITUDE TOWARDS SUPERVISION

20					
15					
10					
5					
	Fri.	Mon.	Tue.	Wed.	Thur.

ATTITUDE TOWARDS OTHER WORKERS

20					
15					
10					
5					

COMMENTS:

WORK GOAL BONUS		
	TOTAL PAYMENT	

Wed	Thur	Fri	Mon	Tues	Attendance

DAILY RECORD G.W.P.C.

Name. ______________ Date: ________

INCENTIVE PAYMENTS SCHEME

		Session 1	Session 2	Session 3	Session 4
WORK GOAL	20				
	15				
	10				
	5				
QUALITY OF WORK	20				
	15				
	10				
	5				
CONCEN-TRATION	20				
	15				
	10				
	5				
ATTITUDE TOWARDS SUPERVISOR	20				
	15				
	10				
	5				
ATTITUDE TOWARDS WORKERS	20				
	15				
	10				
	5				

Signed ________ Signed ________ Signed ________ Signed ________

DAILY RECORD G.W.P.C.

Name: ______________ Date: ________

		Session 1	Session 2	Session 3	Session 4
WORK GOAL	20				
	15				
	10				
	5				
QUALITY OF WORK	20				
	15				
	10				
	5				
CONCEN-TRATION	20				
	15				
	10				
	5				
ATTITUDE TOWARDS SUPERVISOR	20				
	15				
	10				
	5				
ATTITUDE TOWARDS WORKERS	20				
	15				
	10				
	5				

Signed ________ Signed ________ Signed ________ Signed ________

- xx -

INCENTIVE PAYMENTS SCHEME

1. Work Goal

To be set by therapists for each individual session, but revolving around attainment of visible behavioural changes.
e.g. introduces self clearly to another person, without mumbling or shouting.

Quality of Work

Points: Goal:

20 Works accurately and carefully all day - makes no mistakes.
15 Maintains good quality work and can see own errors and correct.
10 Makes mistakes but is trying to improve,corrects work once shown the error.
5 Unaware of errors being made and needs to be continually corrected.
0 Does not care about making errors - is careless and does not try to stop making errors or correct mistakes.

Concentration

Points: Goal:

20 Can work on the task all day and maintain speed and neatness without being distracted by movements and other people (talking does not affect work).
15 Can continue to work with speed and neatness without being distracted until late in the day. Talking does not slow down own or others work.
10. Can work on the task with speed and neatness. Work is sometimes slowed down by talking or listening to others - does not walk off the job but looks up often.
5 Works on the job for short periods. Stops work to talk or listen to others or look around.

Attitude Towards Supervision

Points: Goal:

20 Accepts instruction and correction happily and politely follows suggestions and is willing to learn.
15 Accepts instructions and correction. Does not complain, corrects mistakes. Never refuses to do the job.
10 Accepts instructions and corrections. Corrects his or her work but complains, objects or becomes angry.
5 Accepts instruction and correction unwillingly. Continues to make mistakes, go slowly or do "the wrong thing" says "I didn't do it", "it's not my fault".

Attitude Towards Other Workers

Points: Goal:

20 Always works well in a team with anybody even when the supervisor is away. Helps others when necessary.
15 Works in a team,gets on with other workers. Does not distract or interfere with other workers.
10 Works in a team when the Supervisor is present. Sometimes distracts or interferes with the work of others.
5 Finds it difficult to work with others. Tries to tell others what to do and argues or fights with others. Interferes with the work of others.